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ABSTRACT

In the first phase of a study of factors affecting knowledge dissemination and knowledge use in staff development programs, a conceptual model was developed, and from it a 15 page questionnaire was derived to collect data on workshop participants' background and personal characteristics, school characteristics, and workshop characteristics. This follow-up of the first phase focuses on 468 participants in 14 teacher workshops. Each site is described via a seven-part format: (1) the overall setting and the school; (2) the origins of the workshop idea, methods of announcement and recruitment, and incentives for attending; (3) respondents' perceptions of school district and community environments as they appear to affect professional development; (4) characteristics of the workshop, the consultant(s) involved, and instructional methods used; (5) knowledge acquisition and knowledge use as outcomes of the workshop experience; (6) respondents' suggestions about looking for evidence of the use of knowledge gained in workshops; and (7) information obtained on unanticipated topics arising from respondent opinions and reactions. (JD)

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Case Studies of 14 Staff Inservice Projects in Massachusetts School Districts

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I. INTRODUCTION

In the spring of 1981, TDR Associates, Inc., a private research and consulting firm, began a two and one-half year study of factors affecting knowledge dissemination and knowledge use in staff development programs in Massachusetts schools. This study is being conducted under a grant from the National Institute of Education in cooperation with the Commonwealth Inservice Institute of the Massachusetts Department of Education. It involves examination of over 120 CII-sponsored in-service institutes and workshops, to determine ways in which professional knowledge is transmitted and used in school settings.

In the first phase of this study, a conceptual model was developed and from it, a fifteen page questionnaire was derived to collect data on workshop participants' background and personal characteristics, school characteristics, and workshop characteristics. The questionnaires were pilot-tested early in 1981, refined, and administered in June of 1981 to over six hundred LEA staff members subjects who had taken part in one of 78 in-service institutes during the 1979-1980 academic year. These projects span staff development efforts in five general areas: basic skills, special needs, gifted and talented, career education, and "other". The initial phase of this study depended heavily on the formal policies and types of training funded by the Commonwealth Inservice Institute.

The participants, all volunteers, filled out the questionnaires and returned them by mail to TDR. The questionnaires (n = 468) were coded and subjected to statistical analysis and interpretation (multiple and step-wide regression, analysis of variance, and correlation analysis).

The conceptual model developed earlier was tested through this data. Alpha curves (as developed by Cronbach, et. al.) indicated that the model accounted for

approximately 64% of the variance in the responses. Through regression analysis the seventy-eight projects were plotted on a bi-axial plane, with the horizontal axis representing the predictive impact model and the vertical axis the observed pattern of responses. The scatter plot of the projects took the shape of a fairly tight ellipse, and within that ellipse, a regression line was fitted. The slope of this line intersected the vertical (predicted) axis at an oblique angle. Projects then fell into four general impact categories: (1) high predicted and high observed, (2) low predicted and low observed, (3) low predicted and high observed, and (4) high predicted and low observed.

The plan of research called for sixteen projects to be selected, four per quadrant, for more careful study and analysis. Initially, those sites with the greatest variance from the regression line were chosen. However, application of other criteria required replacement of several of the initial sites in the inquiry that followed. These criteria were: (1) approximately equal representation from each of the four major subject categories of the Commonwealth Inservice Institute (i.e. basic skills, special needs, gifted and talented, and career education); (2) at least minimal representation from each of the six educational regions of the Commonwealth; (3) similar representation from each of the major organizational categories of CII projects (i.e., elementary school, secondary school, single school, and multi-school); (4) at least four participants in the project who returned the questionnaire used in the first phase of the study. Sixteen sites and four alternates were selected that met all of these criteria.

TDR administrative staff applied the five sets of criteria and selected potential sites for intensive study, maintaining the sites' quadrant locations confidential from field personnel and study coordinators. This was done in order to reduce potential bias among field personnel, which might have occured as the

result of foreknowledge of a project's performance or of participants' responses to the first-phase questionnaire.

The conveners (mostly classroom teachers) of each project were contacted by memo, and later by telephone. Due to the shifts and changes in many school districts occasioned in large part by the implementation of Proposition 2½, only fourteen sites out of the sixteen selected and four alternates were able to participate in the follow-up study. Major reasons for projects not participating were: school staff was working without contract, and the convener felt that interviews would not be opportune; key personnel (i.e., project conveners) had moved to other schools or been laid off, due to Proposition 2½; in one case, the school had closed and the staff dispersed throughout a large school system.

In summary then, the follow-up of the first phase of the knowledge use study focuses on participants in fourteen workshops from the six regions of the Commonwealth of Massachusetts who completed the first-phase questionnaire and who agreed to participate in interviews and discussions about their experience in the workshops, and about their estimates of the quality and focus of the Phase I questionnaire.

II. PHASE I FOLLOW-UP INTERVIEWS: DESIGN AND METHODOLOGY

Analysis of data from the 78 workshops led to several reformulations of the original conceptual model, although it had proved to be unusually robust in its initial application. Additional information on each project was requested and received from the CII office, and questions were generated for the follow-up interviews. As mentioned above, ratings and outcome measures concerning the projects selected for case analysis were kept secret from field staff to reduce bias. This was essential, we feel, since the follow-up study is intended to help staff refine and adapt the first phase questionnaire, and become the basis of the second phase of the study.

It was decided that four participants, including convener, should be interviewed from each workshop, all on the same general areas of interest. For the most part, four or more interviews were conducted at each site. However, due to difficulties of scheduling and transfers of staff occasioned by Proposition 2½ and other factors, in four of the sites fewer than the target number of interviews were obtained. In one case, only the convener was available to talk to the field staff; in three, the convener and two of the original questionnaire respondents participated in follow-up interviews.

The interviews focused sequentially on topics concerning the workshop, the participant, and his/her school and district, many of which had been dealt with in the initial questionnaire. The idea for the workshop, how it had been announced and/or publicized, methods of recruitment employed,and incentives which prompted the individual to participate. Second, questions were asked about the school district and community environment; i.e., nature of leadership, atmosphere for professional development, and administrator-staff, staff-staff, staff-student, and

staff-community relationships. Third, the workshop itself was explored. Over what time span did it occur? How many sessions? How long was each session? Where did the workshops take place? Were there any extraordinary sessions? Fourth, we examined connections among participants. Were they from a single school or several schools? How did they interact if from several schools? Interviewees were also asked about informal relationships among themselves and the convener and other participants.

Fifth, questions focused on the consultant. Participants were asked what they found , positive, negative, or a mixture of both, about the consultant's manner and behavior. They rated the methods of instruction and/or dissemination used in the workshop. The sixth section of the interview concentrated on knowledge acquisition and knowledge use. Interviewees were asked how much new information they gained from the workshop experience. Then they were asked to rate the quantity and usefulness of two types of information they might have received in the workshop: product information (i.e., ideas, activities, skills, techniques) and process information (i.e., material that might lead them to change their attitudes and behaviors or examine things in new and different ways. Interviewees were asked to identify specific pieces of information that they obtained in the workshops, the significance of it to them three months afterwards, and again six months later. They were asked how they decided to use or not use the information, and whether they had modified their original decision and/or the information itself in the months subsequent to the workshop.

Seventh, interviewees were asked to assist in devising ways of identifying knowledge obtained in the workshop in use in participants' classrooms.

Finally, analysis of first-phase questionnaires indicated that several unanticipated topics might be related to knowledge use and these were pursued in the

interviews. Among them were: 1) the Commonwealth Institute and its role in shaping the workshop; 2) participants' self-definitions of themselves as learner along several dimensions, and of themselves as teachers along similar dimensions; 3) participants' perceptions of the usefulness for professional development of college and university courses in their areas of professional responsibility; and 4) participants' opinions of the strengths and problems of district in-service programs that are not CII-sponsored and that are frequently components of their union contracts.

Interviews followed this general eight-part structure; most questions were open-ended, and each respondent was asked if she/he wished to direct his/her own questions to the interviewer. Interviews typically lasted from thirty to forty minutes. When possible, the project convener was interviewed first; from him/her, data on the origins of the idea for the workshop and on relationships with the CII, and other "background" material, were collected. Interviews with conveners generally lasted an hour to an hour and fifteen minutes.

After the individual interviews were completed, the field worker gathered all respondents to discuss in a group format two things: the first-phase questionnaire and the quantitative results thereof. First, the study and the questionnaire were again outlined to them. The questionnaire was explained section-by-section in relation to the original conceptual model of the study; interviewees were requested to critique each question. Next, the field worker summarized the findings of the first phase of the study and a brief discussion usually followed. These sessions lasted from forty minutes to one hour. Often, the field person would spend an entire day in a school, and incidental discussions occurred both during and after the formal interviewing.

In the write-ups that follow, each site is described via a seven-part format. Part One provides descriptions of the overall setting and the school as they appeared to the field person. Part Two deals with the origins of the workshop idea, methods of announcement and recruitment, and incentives for attending. Part Three summarizes respondents' descriptions of school district and community environments as they appear to affect professional development. Part Four focuses on the workshop, its characteristics, the consultant(s) involved, and the methods of instruction used. Part Five concentrates on knowledge acquisition and knowledge use as outcomes of the workshop experience. Part Six summarizes respondents' suggestions about how to look for evidence of the use of knowledge gained in workshops. Part Seven includes information obtained that bears on the "unanticipated topics" mentioned above. Recommendations for revising the questionnaire for the second phase of quantitative data collection are discussed in a special section of the cross-site analysis.

Project 103: Heritage Public Schools
Career Development Program

1. Background and Introduction

This workshop differed from the others studied in the follow-up component in that it involved guidance counselors predominantly, as well as other faculty and parents, and was held during the summer of 1980. Furthermore, faculty members who attended were paid by the school district on a per diem basis for the ten days of the program. The proposal stated:

> Participants will examine existing resources and career development models, and select and adapt those materials and programs most relevant to Heritage High School. Following training, participants will be able to initiate and carrry out the first phase of a career development program for the 1980-81 school year.

2. Community and School Characteristics

Heritage is a fairly old and afluent suburb located on the northwestern edge of the Boston Metropolitan area. Its residents include many professional and highly educated people who work in Boston's institutions of higher education, banks , and "high tech" industries. It is one of the wealthier suburbs of Boston and one of the wealthier municipalities in the Commonwealth of Massachusetts.

The Heritiage schools serve approximately 6,700 students. The district includes seven elementary schools, three junior high schools, and one high school. Within the boundaries of the municipality there is also a large vocational/technical high school which serves a multi-town region.

The high school is located on a very large pieece of property and in a fairly new structure divided into "houses" or separate buildings connected by walkways and a central administration building. The facility resembles a rural college campus more than the factory-like structures found in most communities.

Participants considered the level of support and interest in professional development in this town to be very high, and that administrators and colleagues had high standards and were very well prepared to deal with their professional tasks. Interviewees cited many examples of the administration bring in people from the universities and colleges in the Boston area to conduct staff development workshops. The atmosphere for staff development in this system can be characterized as very positive and very strong.

3. Origins of the Workshop Idea

The genesis of this workshop occurred more than five years in the history of the school system. It started with one of the guidance people in the high school, also identified as the eventual convener of the workshop. He wished to establish a career center for students that would help them decide on colleges and career paths. The career center would provide direct services to students in order to raise their consciousness about future choices and the world of work. While most students go on to colleges from the Heritage schools, there is still the feeling that they outght to do so more informed and with clearer goals in terms of academic requirements and vocational possibilities than has been the case.

While the idea of the career center came from one of the guidance people, the proposal itself was written by a district administrator, the Director of Pupil Personnel Services, who functions on a level similar to an assistant superintendent. He wrote the grant under the convener's name, in hope of getting additional funds to underwrite the district's plan to implement career centers. The application proposed that the district pay for teacher salaries, site expenses, and materials, and that the CII underwrite the costs of the consultant and other experts. The primary target groups for this workshop were guidance counselors and some parents in the area.

The convener reported that many guidance people felt a great deal of responsibility to attend, because the workshop would focus on an administratively-endorsed project. No direct pressure was brought to bear in terms of people being told they must attend, but there was an implicit pressure to do so. As a result, approximately eighteen counselors, plus several teachers, participated. The district did not offer inservice increments or other forms of credit for this program, but it did pay participants approximately $60 per day for attendance. This was considered by many respondents to be a very strong incentive for participation. Others considered it only a sweetener; these tended to be counselors who felt compelled to attend, because it was part of their job.

The workshop was broken into two phases and lasted for tent days. The first totalled seven full-day workshops and was designed to prepare people to implement a resource center for career development and to help them work on issues, background, and develop the center's program. The second phase, totalling three days, focused on implementing the career development center. Each day lasted approximately from 8:30 a.m. to 3:30 p.m., and included various planned activities and presentations by the consultant.

The individuals interviewed agreed that the time allotted to the program (ten full days) was more than sufficient to deal with the agenda. However, they felt that the lack of follow-up and reinforcement during the year following the program made the time allotted seem less than adequate, considering the needs for follow-up that emerged once the school year began. As was stated above, most people felt that the $60 per diem was a great incentive, and that it made them participate and feel responsible for their role in the program.

4. Characteristics of the Workshop

After the administration had decided to set up the career development center, and had obtained clearance from the local School Committee and the funds from the CII, a search began for consultants. The author of the proposal, the Pupil Personnel head, had no clear idea of whom he wanted as consultant. The official convener suggested one person, whom he knew through the Massachusetts School Counselors' Association, and from taking a course from him at one of the Boston area universities. Several people were also recommended and the Director of Pupil Personnel Services interviewed all of them. He selected the conener's candidate Professional Robert Straw, who teaches courses in counselor education and is Director of the Career Counseling Program at the university.

The participants in the workshop considered the consultant's positive charactertistics to be: 1) his command of a great deal of knowledge in his field; 2) his openness; 3) his general knowledge of school problems; 4) his ability to emphasize or affiliate with the teachers (evident here was a process which has been labeled "role affiliation", i.e., the consultant made them feel they were all career education and guidance people, together, himself included); and 5) he was not an expert "who came in from the cold", he always presented himself as a guidance person not a university professor. Another factor which helped the consultant with the participants was that many of them had been his as students at the university in the past.

When asked to comment on the negative or less positive characteristics of the consultant, individuals mentioned he was "at times too non-directive and open-ended." Other participants commented that the workshop could have been more thoroughly organized.

The overall format of the workshop was multifaceted, involving lectures,

dialogues, and small group consultation, and was divided into two phases. In the first (seven days), the problem was presented, alternative solutions explored, and an overall plan for the Center established. This phase, according to all participants, went very well. In the second phase (three days) participants were to devise implementation and evaluation procedures to be followed and consider how the program, once established in the high school, would be expanded into other schools. Participants reported a lower level of satisfaction with phase two. They had entered it with hgh expectations, because of the success of the first phase, but reality fell short of these expectations and for some was "a little disappointing."

Looking at the information presented in the workshop, particpants remarked that little that was new to them was offered, in terms of activities or products. However, a process was established and set in motion for changing the ways students are informed by the school system about career choices.

5. Knowledge Use and Impact

That the career center is in operation in 1982, and that offshoots are being established in the junior high schools, are testaments to the long-term impact of the workshop and the career development center idea. Particpants agree that the workshop played a major role in launching the new program, and that it changed the way that information is presented to students concerning careers and colleges. However, certain events that occurred during and after the workshop blunted at least its short-term impact. During the second phase, the Pupil Personnel Services Director resigned. The workshop thus lost its highest level sponsor within the central administration. As a result, the convener stated, "Some aspects of the program never got off the ground, others did. It was really far more ambitious at the beginning. What we have now is good, but it could have been better."

The resignation of the Director required many changes in the implementation plans that had been worked out. Most important, the role of the person originally written in as the convener was greatly enlarged, andmuch responsibility fell to him to see that the center got going.

Evidence of the impact of the workshop is abundant. Students now choose colleges differently. Career development centers are in place in the high school and two of the junior highs. Through the formalization of the program, teachers other than guidance people are becoming aware of the importance of career choice. The convener reported" "This has enhanced and improved the interaction between classroom people and guidance people in the high school."

Participants cited the difference in the two phases of the workshop as one of the problems in generating an impact. Following phase one, early in the summer, participants felt well-prepared and excited about prospects. After the resignation of the district administrator and the lower level of success of phase two, some people lost enthusiasm and became skeptical. However, both the central administration, with or without the Pupil Personnel Service Director, and most workshop participants were committed to the establishment of this career development program. Control over it was vested in the Guidance Department, ensuring limited vulnerability to obstructionism and a degree of administrative direction. The greatest difficulty to implementation, respondents reported, lay in bringing the full range of administrators to support the program, without the "cover" of at least one district-level executive who regarded the program as his/her special enterprize. One participant reported that a major impact of the workshop on her was the realization of how impossible career education is if undertaken only by guidance people. She became more aware of the need to integrate career development into the curricula of other subjects.

In assessing outcomes, participants observed that in some schools career development centers are in place, but are having minimal impact. While some needed changes have been made in these settings, others have not even been addressed, and this was disappointing. Participants also said that workshop results were limited because the scope of the program had been limited, and because mostly guidance personnel had been involved. One person insisted that such programs in the future should require the participation of the full range of people on which the program's success will depend, such as classroom teachers and school site administrators.

6. Looking for Evidence of KNowledge Use

Participants indicated that the survey technique could be used to measure knowledge use. They suggested that it is very hard to distinguish the circumstances in which you learn something from the circumstances in which you first use it. One method they though might be effective would be to ask people how their expectations had changed as a result of experience in an inservice workshop. Other than these comments, there was little information contributed by these participants on methods for obtaining data on the use of knowledge gained in inservice settings.

7. Unanticipated Topics

This program provides a clear example of the role an administrator can take in precipitating and developing inservice programs. While the intent of the CII is to fund teacher-initiated programs, the follow-up studies indicate that an influential administrator often serves as the protogonist and/or catalyst in program development. In this instance, the administrator was the author of the proposal which was forwarded under a faculty member's name. It was clear that everyone in the district understood that relationship. This case illustrates how risky it is to assume that proposals are truly teacher-initiated, when in most school districts approval and financial

control for projects must be obtained from the central administration.

Participants in this workshop felt that their district's "curriculum days" are of mixed value. Some are good, especially when speakers and other outside resources are brought in, and many are bad, requiring people to go through games and other exercises that their district administrators seem to like. They also felt that curriculum days, and other inservice programs run by district administrators, too often focus on nuts and bolts inssures, and are repetitive and pedantic.

Turning to college and university courses, one participant noted that each university seems to have its own atmosphere for education. In guidance, for example, one university may have a strong statistical and analytic focus, emphasizing testing and quantitative measures, while another may tread lightly in the quantitative area and emphasize clinical evaluation. Those people currently involved in university programs and classes did not feel that the information offered them there was too theoretical, but those not involved in a program felt that the occasional university course they did take sometimes lack practical "grounding".

Project 112 Sudbury Public Schools
Awareness and Identification of Gifted and Talented Students

1. Background and Introduction

This case involved a project which was conducted between September of 1980 and January of 1981. It is a unique project in many respects, it had several faculty from universities and colleges involved, it involved onver thirty classroom teachers and specialists in elementary schools throughout the Sudbury System, and it has resulted in a series of multiple impacts ranging through not only several schools, but also affecting relationships with faculty members of this system and that of other surrounding systems. The objectives of the workshop, a 30-hour/36-hour inservice course for a cross-section of kindergarten through eighth grade educators was defined in the proposal as:

> To include theories and research related to the education of gifted and talented students, methods of identification and selction, and the development of appropriate teaching strategies. The major emphasis will focus on the development of the identification and selection processes to Sudbury's needs, coupled with teaching strategies spanning elementary grades.

There were only three interviews conducted in this follow-up study, of the three interviewees one was a co-convener, and the other two were participants, furthermore, the study was conducted at the junior high school where only one of the interviewees had been a teacher for more than one year. Some of the data collected in the following study will reflect the process of readjustment that the two participants are going through with regard to their new school and the needs of their students. However, their comments should be of interest to the study, in so far as they reflect or shed some light on the transferability of knowledge and skills from one setting to a new setting, and may identify factors that influence that process.

This study should be of further interest because of the history

which will be discussed below. It started as an idea for an inservice which then became a full course which was adopted by a university and given credit. It started as a one-semester workshop and was extended into a two-semester course for credit at this university. Further, it had system-wide implications for networking and also inter-system implications in terms of resource sharing and knowledge dissemination.

2. Community and School Characteristics

Sudbury is an affluent residential community, located approximately 15 miles west of the Boston metropolitan area. It is a white collar community in which the parents have high regard for education, and put a great deal of emphasis on educating gifted and talented.

The school system is divided into five elemtnary schools, one junior high school, and is a member of a regional high school. Therfore, a great deal of emphasis is placed on the educational quality of the town's elementary and junior high. Recently, due to Proposition 2 1/2, the district has had to close down one or two fo the elementary schools, and is currently functioning with either three or four elementary schools and one high school. Because of the size of the community and the distrances between residences, many of the students are bused to the schools, especially the junior high. The system serves approximately 2,400 students.

Discussions with the participants, indicated that the community places a very high value on education, and is generally supportive of both professional development for teachers and good education for the students. Also, teachers indicated that parents put a high expectation on the competence of the teachers, and a high demand for quality education. However, they noted that due to Proposition 2 1/2 and issues of school closing s and consolidations, there had been a great deal of anxiety generated for staff about the organization of the schools and the quality

of educational programs during the cut-back periods.

Interviews were conducted in and with members of the faculty of the junior high school. The facility is new and many of the faculty members, due to reorganization and consolidation, are also new. Two fo the participants have not been in the school before, and the schools from which they came had open classrooms, whereas the junior high school had self-contained classrooms. These and other factors will be examined as variables affecting long-term impact of knowledge use in this study.

The amount of community support which exists for professional development in Sudbury, can be illustrated through the following examples. First the system, up to last year, 1981, paid for eight university credits per annum, for any teacher taking a course at a university or college anywhere in the area. Furthermore, professional days in the district are co-sponsored by the central administration and the Sudbury Education Association, there is, as part of the teachers' association, a professional growth sub-committee, which is in charge of this co-planning.

3. Origins of the Workshop Idea

This program for gifted and talented arose from a grass roots feeling among teachers and adminstrators in the district, that something should be done for the gifted and talented that might require some additional funds. The community had high expectations for education and there was a feeling that there were many gifted students in the district. However, many teachers weren't trained in the technologies or skills which might be required to deal with extraordinarily gifted or talented students. As a result of a needs assessment which was conducted in 1979, this feeling gained some focus and substance. Several teachers got together and developed a gifted and talented curriculum committee, and from that committee several members put together a proposal. Initially,

they had learned about the Commonwealth Inservice Institute through a Dr. John Venagrow, who had held workshops in the district. The most senior member of the committee, a Millicent Chandler, had in fact written the proposal co-sponsoring it with other members of the committee. In 1979 the school system and members of a professional growth and gifted and talented sub-committee had written a successful Title IV-C adoption grant called Project ICE. The success of that program made them anxious to undertake another project and seek additional funds to increase their knowledge of gifted and talented. The chronology went approximately as follows: In 1978-79 the district was awarded a Title IV-C grant for Project ICE; in 1979 as a result of the professional growth sub-committee of the teachers' association, the school undertook a needs assessment, which focused on the issue of gifted and talented; in 1980 the grant was received from the Commonwealth Inservice Institute. There was administrative involvement in the grant in that one of the authors, Millicent Chandler, was a central office person and coordinated special services for students. As the interview with the co-convener indicated, Chandler had the time and energy to put these things together, to do the leg work, she was also instrumental in locating several of the consultants for the program. Among those who were to become involved in the inservice were Mary Ann Gatherall, from California; Dr. L. Ovian, of Fitchburg State; and other members of the Boston College and Boston University academic community. Initially the program was to be a series of speakers of interest to faculty members, who would address various topics and issues of identifying gifted and talented students, as the program grew, it became obvious that there was enough substance to initiate a full-year program so that in the first semester, the plan was to develop identification processes and strategies for serving gifted and talented,

and the second semester was to deal with the process of curriculum updating, implementation, and refining of programs or what the co-convener referred to as a revolving door approach to improving curriculum.

A variety of methods of recruitment were used from announcements to the various professional associations, through administrators, and there were people who volunteered to participate and others who felt obliged to participate because several of the authors, or the author of the grant was their supervisor. These varying methods of recruitment did not appear to have a high degree of impact on the perceptions and attitudes of the participants in this particular case.

One unique feature of this workshop was the fact that it was refunded for a second semester so that there were, in fact, two workshops funded under two different grants, but dealing with the same subject. The participants in the course referred to this phenomonen as the first semester course and the second semester course. While several people took both semesters of the workshop, several only took one. Those that took one felt that the time alotted to the background on the subject and the speakers was quite sufficient. Those that took both felt that the second workshop was quite worthwhile, but tended to labor on certain points, and did not meet all of its goals.

Another unique feature of this program was the fact that, through a series of interrelationships and coincidences, the program came to the attention of a faculty member from Fitchburg State College, and through his interession was adopted as a full-course, three-credit program, by Fitchburg State. Due to varying structureal rules of the university system and the school system, their were differing credits offered. For those people who wished to take advantage of the course as it was offered through Fitchburg State College, they received three full credits. For those teachers who wished to simply participate in

the workshop, they received two (2) inservice increments in the Sudbury system. Furthermore, teachers only had to pay a percentage of the credit fees at Fitchburg, due to the fact that it was a special program being designed by them and run by them. The differences between the two were that the Sudbury course was taken for 30 hours at a formula of 1 inservice credit for every 15 hours, and the Fitchburg course was taken for 3 credits, wherein those people who elected to enroll in the workshop for college course credit were required to do some extra work, readings and prepare two papers.

Another interesting feature was the relationship of this workshop to the district as a whole. As a service or bonus for the school system, the organizers of the workshop agreed that when certain very important speakers came in that they would hold the course during a release time Wednesday, and speakers would come in and speak to the full faculty of the system, over lunch. Otherwise, however, meetings were held after-school for 2 1/2 hours once a week throughout each semester of the full year. Again, involvement levels varied, but the time, place, and duration of the workshops were considered quite sufficient by those who attended.

4. Characteristics of the Workshop Itself

The workshop or workshops were held throughout the year from 3-5:30 p.m. on Thursday, there were also some evening meetings, and one extraordinary session on a Saturday to accommodate an out-of-town speaker. Also, as mentioned above, the organizers did hold some meetings on afternoons on release days for the full faculty of the system.

During the first workshop, the fall of 1980, there were approximately 45-50 people involved, in the second workshop which dealt with implementation, curriculum updating, and "the revolving door concept" there were approximately

40 people involved, most of whom had taken the first semester. In addition to faculty members, there were some administrators and a few parents. This grew out of a common belief that there was a large gifted and talented population in the schools, and that a community effort was needed to understand and address the problem.

Consultants were selected from a shopping list, and there was no one consultant at all. There were, in fact, a series of speakers put together by the organizers of the workshop themselves, and approved by the people at Fitchburg State and by the district people in Sudbury. As the co-convener indicated there was a trial and error process in shopping for consultants, but ultimately the group leaned very heavily on people at the University of Connecticut and Renzulli and his people for approaches to the gifted and talented. Sally Reese was also involved as was Mary Ann Gatherall, Gregoric, and others. Unlike other workshops wer have examined, this collection of speakers and the way that the conveners put together the program are rather unique and deserve more careful analysis in a separate study. By and large, the consultants were considered extremely competent, and very good at presenting their information, however, as the co-convener mentioned, if they were to do it again in the future, they would not have so many speakers spending so much time on identification strategies. As the co-convener stated, "once people felt that it was under their belt [the theory and research] they wanted more of--let me put it together in my own classroom--and also questions of how did the child and teacher put it together in a regular classroom." Further conversations with participants indicated that teacher efforts should focus on more practical issues and less theory. The results of needs assessments in the curriculum area indicated that speakers are good, but that there needs to be more consultants who focus on classroom application and practical needs to bring skills

to the classroom.

From conversations with other participants it became clear that there was a lot of social interaction that also evolved around the workshops, and that participants in the workshops had started to build a network through their common experience.

5. Knowledge Use and Impact of the Workshops

Conversations with participants indicated that a great many techniques and skills were identified as a result of the workshops. However, the problem of translating this knowledge into practice was not as successfully handled in the view of the participants. Conversations with the co-convener indicated that the workshops on areas such as math and reading were highly successful, due in part to the determination and availability of consultants and the strenght of an internal network that was generated through the workshops. Administration and the community gave the program a great deal of support, but there was less success in terms of the gifted and talented program, than in terms of earlier efforts on special needs which were dealt with in a similar way.

One of the consequences of the experience, as was mentioned above, was not only the development of a district-wide network of teachers interested in gifted and talented who got to know more about each other through the course, but also one of the co-conveners and a principle author of the proposal, developed a great deal of both visibility and contacts through her working in this course. She had come to the district only a few years earlier, was known by several people, but got much wider visibility and contacts through the course, which were to help her in as much as she was promoted to a district-wide position in the central office of the school system, during the second semester of the course, or the spring of 1981.

Another interesting side impact of the program, was the development of an inter-district network. Some of the participants in the course, for credit, had come from neighboring school districts in Lexington and Concord. These contacts developed a quasi-regional aspect, and when one system which is currently dealing with computer assisted instruction, began developing its program, this program benefitted the Sudbury system, in that faculty members in this sytem had been invited to participate in developing and working with computer assisted instruction techniques and programs in the neighboring district, so that it could be disseminated back to Sudbury. This interplay between both individuals and various schools, central offfice administrators, and surrounding districts is quite unique in cases that have been examined to date.

One of the major impediments to successful implementation and impact for the program, though considered fairly successful by participants, is the fact that there has been a massive change in the system since the institution of Proposition 2 1/2. In the words of the co-convener, "Over 70% of our teachers have changed schools, and have been reassigned, we're all in the process of readjusting and the program is suffering. Furthermore, other factors and needs of redistricting and reorganizing have distracted our attention from a lot of the good programs we began in our gifted and talented efforts. Obviously we need more work in this area, and we're going to go for another grant."

6. Looking for Evidence of Knowledge Use

In general, due to the many areas of interest and facts that were identified in this particular case study, and due to the fact that issues such as moving skills from one school site to another and district-wide implications and networking took up so much time, participants had very little time to focus on the problem of gaining information

on knowledge use. Those brief comments that were directed to this issue dealt with basically looking at the comfort and maturity of the person being observed, looking for evidence through student behavior of impact of the knowledge, and looking at teachers' notes and records as a means of measuring changes that may be occassioned by a workshop, and combining these with other data, such as may be gained through a pre- and post-questionnaire.

7. Incidental Findings

Because of the structuring of the interviews in this particular case, and the need to find more information, the major issues raised by this case study will not be presented as findings, but rather as questions for further investigation.

1. What factors in a community and school system lead to or support teacher initiated inservice or professional development programs?

2. What are the factors that impede or promote knowledge use in differing sites?

3. What is the impact of redistricting on the acquisition and utilization of new information?

4. How are networks formed for knowledge use and dissemination, and what are the factors that promote and impede such network formation?

5. What is the impact of a district level administrator on knowledge use and knowledge dissemination and the adoption of new technologies?

6. What can be learned from workshops that are put together by teachers and are then adopted by colleges and universities? As some participants indicated, many teachers in the district are active seakers of new information, and participate in university/college courses in the area frequently, however many of them found that it was both more convenient and there was greater attendance when they could bring university people to their system. It is one of the cultural features of the Sudbury School System, that the administration often goes outside the district, and brings in speakers to talk to the teachers in the schools and to work with them. Teachers also indicated in this particular case that the value of consultants working with them in the schools is immeasureable compared to the impact of someone speaking to them about a theory.

These questions and others are raised by the Sudbury case and deserve further investigation.

Project 116: Wellsburg Public Schools, Wellsburg, MA:
Enriching the Basic Curriculum

Background and Introduction

This case involves a program conducted at the Teacher's Resource Center, as part of the public school system in the City of Wellsburg. The program was designed to :

> "facilitate the mainstreaming of 4th and 5th grade gifted and talented students (many of whom are bilingual, minority and learning disabled)...Participants will choose to focus on either science or math as the curriculum areas to be developed. The consultants will conduct five, two and one-half hour sessions and will provide individual classroom consultation.* Participants will develop a resource guide of suitable multi-disciplinary enrichment activities.

The information presented here was gathered during a four-hour interview with the project convener. The convener is a subject coordinator for the district, and the interview was held in her office, in the central offices of the Wellsburg Public Schools. Later conversations with other teachers in Wellsburg indicate that the converner's account was factually accurate and her opinions are reported as being fair and generally shared by the other participants. In all, there were eight participants in the workshop representing four of the fourteen elementary schools in Wellsburg.

Community and District Characteristics

Wellsburg is a large suburban "city" on the northern edge of River City. One of the oldest "towns" in the commonwealth, Wellsburg has a diverse racial, ethnic population representing a very broad range of economic status.

The Wellsburg school system is one of the largest in the state and is organized on a K - 8 elementary and 9 - 12 secondary model.

Recently, the town has undergone a rapid decline in enrollment and finances which has resulted in large reductions in the teaching force, and low staff morale. The school committee is an active and controversial political forum in the city and support for various educational initiatives ebbs and flows with the composition of the board. However, because the system is so large and complex (educating over 8,600 students in grades K - 12) many teachers feel "insulated from the storms at the top."

The Origins of the Workshop Idea

The workshop which was funded by the Commonwealth Inservice Institute had its origin in a Title IV-C program called All Our Gifts, "Educating our gifted." Under this program a workshop was held on educating the gifted and talented in advanced reading skills. As a result of an initial workshop, a group teachers desired another workshop which would focus on enrichment in mathematics. The first All Our Gifts Project had created a network of teachers through participation in district-wide workshops and courses. The participants had worked together in earlier programs though they were from various schools and continued their working under the Commonwealth Inservice grant.

The convener, Sue Malone, indicated that the Institute coordinator was helpful in getting a grant; suggesting and refining the program; and working as a liaison between the group of teachers and the Commonwealth Inservice Institute. There was clearly evidence that the convener felt that this was a

learning experience for her in that she did not know the policies and functions of the Institute and "went exactly by their rules." She learned that if she had gotten more signatures they would get more money but she felt, "we were really very honest." The workshop initially attracted ten people and generated a level of funding of approximately $900. "We went by the book, it had to be teachers' ideas for teacher inservice. I felt that the Commonwealth Inservice Money and Programs did not always go by their own rules."

The consultant was selected by Sue Malone through her experiences in the field of mathematics. They looked through various reference works and found names of people who were often cited. Among them was Bruce May of Boston University. "He was an ace, really excellent." Though they did not put the program together with him in mind, the examination of public publications and "shopping for a consultant" yielded what they believe was a very interesting and important resource for the teachers. The various people who were in the network were contacted and a total of eight finally enrolled in the workshop. One important factor of this workshop was the visiting time they had built into the project for the consultant to go to the teachers' classrooms. The consultant was required to spend about one or two hours in each participant's classroom as part of the workshop. While the consultant was important and sympathetic, the fact that he was to go to the point of practice, that is the teachers' classroom, was considered one of the more important aspects of the project.

Aside from the group expectations and norms generated by the IV-C project network, the convener felt that there was no pressure involved in

recruiting participants. Although there was only one district inservice increment offered attached to the project, she felt that these were important in underwriting various participants' involvement in the workshops. There were five two-hour sessions to the workshop, and these were followed by visitations to the individual teachers' classrooms. Therefore, perceptions of the duration of the program varied.

Workshop Characteristics

There were five two-hour group workshop sessions, followed by visitations to individual teachers' classrooms. The group workshops were held after school. The convener felt that Thursday immediately after school was both a convenient time, and although teachers had to travel to a central meeting place, she did not consider such travel very inconvenient. Her perception was that there could have been more sessions, but that the consultants visits to the classrooms were extremely important. In looking at times for workshops, the convener indicated, "I don't think after school is the best time; like students, teachers learn best in the morning, I would prefer mornings." Furthermore, the convener thought that there should be released time provided for attendance in such programs. Regretably, she noted that the Commonwealth Inservice Institute does not provide money for such things.

The project ran from October to January of 1980-1981. The consultant was praised for his sensitivity to the problems of teachers. "He was interested and aware, he wanted to know what the teachers wanted. He came here and we

sat down and just wrote down what we wanted." The teachers left with high expectations, and indicated that the course did meet their expectations. This was due, in part, to the consultant coming into their classroom. Teachers felt that the consultant left with a good feeling too, in that his ideas were being used, and he had gained some valuable information about teaching in Wellsburg.

In examining the consultant's behavior, the participants indicated that the consultant presented information that was important in a way that the teachers could handle it. Sessions concentrated on "what you can do tomorrow" to make math more exciting for kids. She felt that he was a great role model. He was a regular person, not condecending, not overly academic. His enthusiastic, positive, and helpful attitude combined with his great knowledge of the subject area, made teachers feel that he was indeed a person they could count on for help. The workshop was, generally product oriented, focusing on activities which would bring math to more students, especially the gifted and talented. "A lot of theory was presented, but it was done through activities, we were active not passive learners. Theory was integrated with activities and presented within the context of the various activities. The blend and approach was very well organized, and flexible. It was fun."

In addition to blending theory with activities, teachers indicated that the consultant was very effective in his use of materials, many of which he brought with him. When coupled with his approach, the materials tended to bring teachers closer to his concept of the subject matter. The design of the

project also required that a certain amount of materials be retained by the school system as a resource bank. The convener felt that this was a very important aspect of this particular project.

Knowledge Use

Much of the information presented during the sessions was used immediately by the participants, especially when these materials were employed by the consultant in his visits to their individual classrooms. The convener indicated that about 4 or 5 of those who participated in the workshop "are probably still doing things they learned from the consultant." The high evidence of knowledge use, says the convener, is based on the fact that the skills learned in the workshop are reinforced through several aspects of the All Our Gifts network or the Title 4C program in the district. In reflecting on her own practice, the convener indicated that she still brings information acquired from the workshop to teachers in the classrooms to help them in their daily practice and with problems with mathematics.

When reflecting on the time life of a particular skill or set of information, the convener indicated that it probably depended on how trendy or gimmicky the subject matter of the inservice was. "If it's a fad it will probably fade." She also indicated that if things could be less faddy or gimmicky this would probably help, but that often people who come to inservice programs feel that they must present new and gimmicky ideas which, "has given staff development a bad name."

She indicated that a high percentage of the teachers who are still using skill and techniques from the project have modified some of them to fit their own situations as they change over time. Generally, teachers were

more likely to use things once the consultant came to their classroom, demonstrated them with their students and then suggested different ways of applying the activities in situations.

Looking for the Evidence: Knowledge Use

The convener was asked where to look for evidence of knowledge use of the application of skills and information acquired in an inservice session and how to go about it, understanding the differences between classroom and the time factor involved. She suggested the following:

(1) Look at the classroom - its physical appearance, the signs of activities and learning on the walls, and look for signs of innovation or changes over time especially in elementary classrooms.

(2) Ask the teachers - Be open ended and ask them what they are doing and where it came from. Do this through interviews similar to the ones being conducted in this follow-up study.

(3) In some cases, ask the kids - Is there anything different? What's going on here?

Participants indicated that changes in the teachers' behavior occurs so slowly that it's hard to identify a definite source of something. "You need to spend time in a classroom looking for things." Sue Malone further stressed that the gimmickiness of some activities, made it less lasting or effective on teachers' behavior. "Things are all connected in a teachers' behavior and it's hard to pull them apart."

Incidental Findings

The participants, particularly the convener, felt that their in service experience represented a learning about the policies and practices of the Commonwealth Inservice Institute. They indicated that many of the things that they did were very formal because they anticipated that the policies would be very strict. When Sue Malone had experienced a little of the program, she realized that there may be more flexibility than they had at first realized. Though the Commonwealth Inservice Institute issues circulars and policies, many teachers in schools only hear about it through central office people and through administrators. In a city like Wellsburg, that is not necessarily the most effective way to go about promoting teacher initiated inservice.

Second, Sue looked at the question of district inservice and said, "Release time for system-wide problems in this district is generally a waste. There is a need for administrative leadership, for creating interesting educational issues, for promoting staff development along educational lines - not for all the bureaucratic stuff." She further indicated that there has to be more organization and that those who are organizing need to be in closer touch with the teachers' needs themselves and the issues which teachers face in the classroom rather than perspectives of the central office.

When considering university-offered courses for practicing professionals, they felt that Massachusetts had a very broad spectrum of offerings particularly around River City, but that these could be improved if more attention could be given to presenting good basic teaching techniques for teachers. This is what she felt was needed rather than theoretical things that were both gimmicky and trendy and tended to come out of universities more often than not.

Participants indicated that many people in both universities and at the district level approach staff development from a deficiency model. She suggested that instructors and consultants should look for the positive things and try to create networks among teachers themselves. "Find the good and build. Don't keep hitting people over the head with their deficiencies. Teachers face enough in the classrooms, especially now."

In looking at the ways in which she would make proposals or programs in the future, the convener sited two things she felt were very important: One, whenever possible plan for the consultant to spend some time in the individual participant teachers' classrooms working with them and observing their location or situation of practice; Two, that the Commonwealth Inservice Institute should be more flexible in its funding categories. They should be more available for basic skills. On the other hand, there should be a non-categorical fund which would allow teachers to try things out, try new ideas and promote innovation in their classrooms. It is not that the teachers don't know how to teach, but that changing populations and demands require that they have a much broader repetoire of teaching skills than many of them now possess.

Project 222 Rockport Public Schools
Individualizing Curricular for Special Needs Students

1. Background and Introduction

This Commonwealth Inservice program was designed to train participants and how to individualize programs and modify curriculum to meet the needs of special education students who are main streamed into regular classrooms. Among its objectives and procedures the program called for, "Lectures, discussions, observations and case sharing meetings which will increase the awareness and understanding of learning styles of special needs students by classroom teachers." Another objective was to improve "Communication between classroom teachers and specialists."

The inservice program was held between October of 1980 and January of 1981 and involved fourteen classroom teachers, special education teachers, and administrators. Three elementary schools and one intermediate school unit were represented by the participants.

2. Community, District and School Characteristics

Rockport is a small coastal community in Northeastern Massachusetts. Despite its small size there are three distinct subdivisions in the community. The north end known as Pigeon Cove in which many of the old residents live, Center which comprises the center of town, a commercial district, and the fishermen, and the south portion of town in which many new white collar and professional inhabitants are settling. It is by enlarge an old and established community.

The school systems serves approximately 1,000 students in three elementary schools, one middle school, and one high school. It is also a member of a regional vocational technical unit. One interesting factor about the schools in Rockport is that they are divided by grade level so that each

elementary school serves one or more grades for the entire community. Thus, school A would serve kindergarten and first graders. School B would serve second and third graders, school C fourth and fifth, and so on. The high school serves students in the ninth to twelfth grade. For the most part the elementary schools are not led by principals, but by what are called head teachers, who also assume the roles of the principal. These schools are generally between 100 and 150 students in size.

The participants who were part of the follow-up study indicated that there is a definite hierarchy in terms of school membership, but that in general the community tends to be supportive of education and faculty members and members of the community enjoy by enlarge a close relationship. Further discussions indicated that the former superintendent tended to be a much stronger proponent and supporter of professional development than the current superintendent who one described as a "Executive leader, more of the bureaucratic administrative type rather than an educational leader.

3. Origins of the Workshop Idea

Conversations with various participants in the program indicated a curious perception of the workshop origin. There was a clear division between those classroom people who worked in several of the schools and those special needs people who worked in the same schools as to where the idea came from. The classroom people in one school believe that it was in fact a program which they had started several years earlier and was being extended through the district. Conversations with participants in another school corroborated the fact people in this school had asked for this program and were trying to bring about a new referral system for special needs students. But conversations with those people who were in the Special Ed Department indicated that they perceived the program to have come from the office of the

superintendent through the special education director for the school system. A long period of time was spent discussing the project with the program convener who was both the proposal writer and claimed the authorship of the workshop idea. The convener was well known in the district as an innovator and very knowledgeable in the field of special education. She had worked on many projects over a five year period and had been the recipient of many grants and funds and therefore had the reputation for being a highly effective proposal writer. As the head teacher of one of the elementary schools she was able to help direct her staff in trying out various assessment tools and projects in the special needs area. Especially since this was a field of her own interest. This convener might be described as a highly energetic and very aggressive seeker of new information and techniques. Though in her late fifties she appeared to be very involved in on going education and awareness of new developments in the field of learning abilities and assessing special needs students.

In recruiting participants for the workshop the convener went around and actively sought interested people and approached classroom teachers in several schools through her own extensive network developed over her years in the system. The people in special needs area were required to attend and therefore this may account for their perception that the idea came out of the central office and out of the office of the director of special education in the district. While the convener suggested that no pressure was brought to bear she would readily admit that she went around and "Talked up the idea and the program as I often do around here."

Though they had written a proposal, the consultants for the program had not been recruited prior to the awarding of the grant. The convener felt that this was a weakness in this particular program, both in terms of the

consultants who they finally got and the process that they had to go through to get them. As she said, "We're least pleased about the management of this grant of all those grants we've been involved with in the past." Her particular concern was around the issue of recruiting a consultant. She noted, "You have to know the people at the universities in order to know who to get." She further stated that in the future she would prefer to have the people (consultants) before she wrote the grant. This particular inservice involved a screening and presentation process on the part of several consultants. Those who were selected had been recommended to the convener and a selection committee by the Massachusetts Disabilities Foundation. The Massachusetts Disabilities Foundation became the consultant fee recipient and they in turn paid the individual consultants.

The workshop extended from October 20, 1980 until January 27, 1981. There were also several follow-up sessions held in the Spring. The sessions were held for 2 1/2 hours after school in the central offices of the district.

The convener indicated that the idea to use a preassessment instrument for identifying special needs students and prescreening them had originally been tried in her school in 1979. The 1980 workshop was an effort to extent this procedure throughout the school district in light of the success that they were experiencing at her own school. The convener further indicated that informal efforts to try and disseminate the project had fallen short primarily due to the lack of communication between Sped teachers and regular classroom educators. And she said, "Teachers simply didn't understand the Sped program. Many were working with the students but didn't receive the recognition. Several resented the special requirements that people would put on them. In general, there was a lack of understanding." Further discussion with the convener indicated that

the program actually grew out of a Summer Session at Wheellock College in which the convener and several others participated. This project in 1978 led to the adoption of a prereferral program for special needs students involving parents in her own school. Between 1979 and the end of 1980 efforts to expand this program met with resistance in the school system, and had very little support in the central office. The convener indicated that she wrote the Commonwealth Inservice Grant to support the training of other people in the school and to spread the program throughout the system.

The program itself met for five sessions after school on Mondays. In addition, there were twelve site visits with individual participant teachers. Six site visits were conducted per consultant at each of the participating schools. This was done in order to have the consultants assist teachers in the ongoing implementation of the prereferral process.

Conversations with other participants suggested that both the time of the meeting and the after school specials were quite effective, but that the individual site visits by the consultants afterward fell short of many of their expectations that these were very hard to follow-up and communication over an extended period of time, which became irregular, did not permit the best use of the consultants time during follow-up visits. Occasionally teachers were not able to stay around and occasionally the consultants were not able to make it when teachers had a prereferral meeting which they wish the consultants might attend. Furthermore, people tended to corroborate the convener's claim that there was no pressure brought to bear on participants nor were there any other type of incentives used in terms of inservice increments for paying the participants other than the fact that they would be able to undertake a new process of identifying special needs students through a preassessment procedure and would be able to deal more

effectively with parents, special education teachers or other teachers in this process. To quote the convener, there were basically three types of incentives. The first were the special needs students who were being main streamed or who were in classes and needed to be identifyed. As a convener said, the problem of special needs was here and we really needed to do something about it. Second was the issue of self improvement for teachers and their need to acquire new skills in an area that was important. Third, though not mentioned by the convener, was a structural feature of the district because the schools were organized at grade level for the entire community it was important to coordinate the types of special needs assessment procedures involved and to have information flowing from school to school as the student moved through the educational system.

Participants and the convener indicated that there were more people who signed up originally than who worked or eventually participated in the program. They cited this as being a function of the recruitment process which conveners and others must go through in order to obtain a Commonwealth Inservice Grant. Further they indicated that attendance varied throughout the programs and in the last sessions elementary school people tended to attend less and less as issues focused on the question of middle school and high school special needs students.

4. Workshop Characteristics

The workshops which were held on Monday afternoons for 1 1/2 hours for over a six week period and followed-up by individual site visits depended heavily on the personalities and capabilities of the consultants involved. The two consultants were selected from the Mass. Disabilities Foundation. One being Bob Brondeau and the other Wendy Ruben. As the consultant said, Someone had given their names to me, Bob had worked at the Landmark School and made a

presentation to our selection committee before the project began. Several people had been familiar with the consultants through a child study project that had happened before in another system. The object of the program was to cut down numbers of referrals for Core meetings through a preassessment process which might identify student problems and needs without involving a full Core or IEP meeting to be held to assess the students educational needs. In terms of the format used the consultants used a combination of procedures and their presentations were considered very active. Their background and skills were very strong and they were, in general, regarded as very knowledgeable in their fields by their participants. Presentation formats included brainstorming, simulations, case studies, discussions among participants and audio visual presentations. As several people referred to it affectionately, it became known as the Bob and Wendy show. As far as the people could tell the consultants were very active, sensative to the need of teachers though outsiders in the district and had a great deal of knowledge in their field. As one participant said the consultants were, "Good at getting discussions going." They also said that although they were not a part of the community they weren't afraid to deal with sensative topics. The were well prepared and brought new points of view with them that was often very refreshing. They were "Energetic and positive."

In looking at the negative features most people focus not so much on the behavior of the consultants but more on the need for better structuring of the follow-up visits, briefing sessions, and post-program discussions and exchanges both among the participants and with the consultants. For them the follow-up visits did not seem to work very well. Another person indicated that for some teachers their high energy and positive manner became a drag.

As one said, "As they wore on, it wore on you."

In general, the information presented focused on mostly process and interactions. There was some product orientation, but the presentations dealt with specific methods for dealing with preassessment evaluation procedures. The skills and attitudes were mostly presented, there was a low level of specific activities or products which the teachers could readily use. Several people indicated that the consultants spent a lot of their time in the middle and high school areas, where the resistance to the the procedures was the highest. In general, therefore, the workshop characteristics focused on very capable consultants who were selected through a rather fortuitous process and dealt with a great deal of discussion and preparation of people to engage in a preassessment process for special needs students. Difficulties tended to be exogenous to the workshop itself.

5. Knowledge Use and Impact of the Workshop

Conversations with the participants in this workshop indicated that at the time of the interviews, the program with which the workshop had been associated, that is, a preassessment process for the identification of special needs students, was in place and gaining wider acceptance in the district. The pre-referral process had a wide impact and people indicated that its useage had cut back the numbers of referrals for core meetings (i.e., team meetings) for special needs students a great deal. However, when they were asked to single out the impact of this workshop on that process, they felt that there were many factors that contributed to the use of the pre-referral process, and the workshop was one of them, although they indicated that it was an important one it was not the major reason. As one person put it, "I'll bet today people don't even connect what we're doing in terms of this pre-referral with the Bob and Wendy Show."

In addition, participants indicated that since the times of the workshop in 1980-81 there had been several adaptions and modifications made in the process. Other workshops had been held in order to include parental involvement and the coorperation of the administration and other people to disseminate the program with the assistance of additional workshops. Therefore, it would be difficult to determine precisely the impact of this workshop, short of saying that it was an important part in an overall implementation process.

When discussing the problem of identifying the impact of the program in this overall area, various people felt that several factors had to be considered. First among them was the difference between short-term impact and log-term impact. In looking at the particular workshop, disucssedin these interviews, people felt that in the short-term they had an impact on preparing people's attitudes to accept a new process, that subsequent workshops built on these attitudes. They felt that, therefore, in the short-run there was alow impact, but it was an important first step in preparing people. Over the long-term, with the addition of other workshops and other factors, they felt that the impact has become much stronger. As another participant said, "Its now in place, and its viewed as a great thing, every year its getting better and better."

Among the other factors which people sighted as being important to the impact of this particular program, aside from the workshop. Participants mentioned the question of the relationship between regular classroom teachers and special needs teachers. Even the special needs people who were interviewed for this workshop, noted that, while they are more accepted by classroom teachers now, than they were in 1979, that special ed teachers still have to work very hard to understand what classroom teachers face and what they need, and to be accepted by them.

Another issue was the question of authority, by this the participants were referring to who signed on to the project, who's idea was it, and what type of support did it have beyond the school site; especially in terms of disseminating it to other places. Were the people in authority in accord with what was going on and did they lend their support visibly to it.

The third issue involved was politics. Politics was considered one of the most important factors surrounding the success of any program implementation by the participants. In this factor they considered the interrelationship among power, authority, and program content, and looked at issues of authorship, support, who was involved, who was not involved, timing, and stated that in many cases the politics of a program though seldom discussed is really the crucial factor in whether it works or not. Part of the conversation with the participants dealt with the politics of paperwork surrounding special needs students and the types of attitudes that people have developed between classroom teachers and special needs teachers, concerning this issue.

In considering the workshop and the general program of initiating pre-referrals on students intthe elementary and junior high school levels, participants indicated that factors worked toward the success of the program. While the workshop itself was only part, that each step along the way seemed to gain the proper amount of backing, hit things at a proper time, and the politics seemed to work for it so that slowly the program built and is now quite well accepted. But, as time progressed, they also stressed, the ability to tie the program with either the initial efforts of the convener, or the workshop itself were difficult. In sighting the origins of the workshop, again, the special needs people thought it grew out of a 1979 Chapter 766 audit, which required a pre-

referral program. Prior to that, the special needs people indicated, this was done informally. On the other hand, other participants stated that it was done in their schools often, but that other people had not accepted it, and therefore they took ownership for it. By putting together a workshop that started people at a similar point and grew from there, the program was able to gain the proper amount of support through special needs people and classroom people and is now considered rather successful in the district.

6. Looking for Evidence of Knowledge Use

In general, there was not much new information offered by participants in these interviews regarding the question of how to go about collecting information on the knowledge use process. The most informative conversation was held with the convener, who suggested that the observer develop a checklist and conduct on-site evaluations over time. An important factor in this would be the concept of helpfulness, the convener suggested that people who are observed and interviewed through workshop experiences should be asked to pinpoint where and how information was helpful in their job, not particularly that it should be used outwardly or overtly, but that it is a part of a more complex series of actions and behaviors, and if it has a role, it can be considered as helpful. This criterion of helpfulness could be applied to all aspects of the workshop presentation and follow-up. Furthermore, the convener suggested that the classrooms be observed prior to the initiation of the workshop, so that some sort of a quick ack or adopting inappropriately of the procedures of the workshop could be dedected and also the children could be observed in terms of how the content or new information effected them, i.e., impact. Lastly, the convener suggested that any observation should be non-threatening, should focus at not only content, attitudes,

and helpfulness, but should also consider the personal styles of the teacher and the behavioral context of the classroom.

7. Incidental Findings

In general, the interviews at this site indicated that there is a type of politics which surrounds the acquisition of grants and their application to professional development. That certain individuals gain reputations in districts, and they, from these reputations, generate a power-base, and depending on the political style of the district, that this can be facilitated through a change in administration or can be hampered. One factor which people pointed to in this program was the fact that during the workshop and thereafter there was a great deal of personnel turnover in the district, and that this type of turnover had a serious impact on the functioning of the program, levels of support, and the politics surrounding it. In pointing at any difficulties that may have arisen in the implementation of the pre-referral process including the workshop, the convener suggested that the personality style of the district superintendent may have a great deal of influence on how the process goes through, and who feels compelled to support it and who feels inclined to support it.

In looking at the relationship between school site inservice, university/college inservice, and district curriculum days, participants in these interviews indicated that the Commonwealth and other type of externally funded inservice programs that were held at the schools were in their estimation most successful, however, as the convener pointed out, the problem of getting a consultant and collecting referrals and observing is very difficult, and often people have to rely on previous experience, or experiences at universities and colleges to draw on these type of resources. It was suggested that a bureau or some mechanism

be established to assist people who are interested in putting together workshops in finding and in screening appropriate consultants. In terms of looking at the university and college courses offered in inservice, two factors were sighted by the participants. One was geography, the particular community in which this workshop was held, is some distance from any major university or college, and those that are most accessable, by many of the people who were involved in the conversations, tend to have low or poor reputations in terms of offering valuable courses to professionals interested in enhancing their skills or increasing their knowledge. Furthermore, participants suggested that when one attends a university or college course, the information gained in these courses is most likely to be theoretical and not practical. To quote one of the participaants, "I don't think they're really filling the need of the teachers, there's much too much theory." Another suggested that university/college resources, "especially locally are extremely poor, they're basic, theoretical, and very impractical." Others suggested that what goes on in colleges and universities is more telling about the needs of those institutions than of the genuine needs of teachers and practitioners in the field.

In looking at the district inservice programs, such as curriculum days, people felt that they varied a great deal from school to school and depended on the ability of the principal to pull things together and protect the staff and to encourage them to do things. Participants suggested that in certain instances that the farther away from the school site the program was designed, the less likely it was to be import and interest to the teachers involved. Further, they suggested that it is very important for teachers to have some degree of input in deciding what professional skills they need, and suggested that districts should

differentiate between administrative inservice, which is designed to deal with a problem of running the school system vs. teacher staff development inservice, which is designed to enhance the capabilities of the professional teaching staff in the school system. Participants stated that unfortunately most school systems that they were aware of tended to combine the two and not treat them differently, and that professional development was handled like administrative inservice, and both of them were poor.

Project 232 Georgetown Junior and Senior High School
Career Education Infusion

1. Background and Introduction

This case involved a two-day workshop on career education and awareness of sex stereotyping presented to the Georgetown Junior/Senior High School faculties between September 2 and September 30, 1980. In its entirety, the workshop last less than 10 hours and involved 44 secondary teachers, counselors, and administrators. The objective of the workshops was to provide participants with information and strategies for the infusion of career education into the curriculum. "Through lectures and group discussions, media presentations, demonstrations and simulations, participants will examine the elements of career education and specific techniques for infusing these elements into individual subject areas."

An important factor to remember in the following case is that the money was acquired in the very last months of the fiscal year of the Commonwealth Inservice Institute and the recipients were required to use the funds prior to the end of September 1980. Furthermore, the manner in which these workshops were conducted was of importance to differentiating administrative curriculum workshops from teacher education workshops which are more typical to the ones we have studied in the other cases.

2. Community, District, and School Characteristics

Georgetown is small, non-urban community, located in the central section of northeastern Massachusetts, its residence are both blue and white collar workers, and there is also a small farming population associated with the town. The professional members of the community work in and around the northeastern area, and several other members of the community work as workers in several of the industrial and mill communities surrounding Georgetown The school system is comprised of three schools, two elementary

and one junior/senior high school. The three schools serve a total student population of approximately 1,350 students. The Georgetown Junior/Senior High School has a faculty of approximately 44 and a student population of nearly 700.

Conversations with workshop participants indicated that there are varying levels of support and interaction between the faculty and administration central office and school committee. In general, the participants described these relationships, especially concerning staff development, as follows: the relationship between the staff and school administration is poor to mediocre, as one participant put it; another said that the school's administration is good, but could be more supportive; most described the relationship between the school staff and central office as better and more supportive, largely due to the personality and influence of the district superintendent; when looking at the relationship between the school committee and the faculty association, one participant described it as "contractual work fare", another called it "cat and dog politics". In general, therefore, the faculty has a very defensive attitude and the environment for inservice develop in the district was described as quite mixed. Most teachers do not want to take time away from their students, and others don't want changes, there is a high degree of mistrust, especially around decisions eminating from the school committee.

3. Origins of the Workshop Idea

Conversations with the co-conveners of this project indicated that they had a concern for the problem of career education and sex stereotyping in careers prior to their development of the workshop idea. This concern was also shared by members of the school committee which may have had some influence on the reactions that we will discuss below.

According to one of the co-conveners, the originators of the idea developed their plan late in the summer of 1980 and applied to the Commonwealth Inservice Institute for money. When they got clearance for the money in late August of 1980, they were pressed to put together a program in a very short period of time. The consultants were hired from Schema, a private consulting group in career education, and through efforts with the superintendent and principal, workshops were scheduled for the very first day of school when the faculty was brought back together to meet as a group. An additional workshop was scheduled for later in the month. Due to the way the program was designed, and the fact that the first workshop was included as part of the reopening of school for the faculty, there was no chance, nor choice, for participants, the entire school staff was to be subjected to the workshop. According to participants, the first day back at school, September 2nd, was a very hot and muggy day, teachers were crowded in the auditorium, and as part of the first day's program, along with all the other administrative speeches and pep-talks was the first session of the workshop, which was two-hours long. In addition to the fact that there was no choice on participation, due to the design of the first presentation, faculty were in fact required to attend. There was also no incentive, in as much as this workshop was considered part of the district's program on career awareness, and no inservice courses were offered. These factors are important, no choice, and no incentive for personal particiation.

Conversations with other participants clearly indicated that the faculty did not understanding these workshops, especially the first day presentation to be the result of teachers' ideas, but rather they saw it as a program which came about as a result of the interest of the school committee to bring about a new focus for the academic year. These perceptions tied in with the relationship the staff and the faculty

association had with the school committee, which was a highly adversarial one. Faculty members resented the time, were uncomfortable, and another factor was that the presentation on the first day came during the last two hours of the reopening of school program. In summary, then, the background of this program involves a few teachers putting together an idea on very short notice, matching it up with an administrative mechanism--opening day of school--in which there is neither choice for participants, nor any incentive to participate. And lastly, we have a workshop wherein those attending it could have reasonable doubt as to the origins of the workshop idea, and it would not be unreasonable for participants to assume that the workshop was a result of administrative fiat or the desire of the school committee, with which there was antagonistic relationship, espeically with the faculty association.

4. Characteristics of the Workshop Itself

The Career Education Infusion project was a 10-hour workshop which occurred on two sepearte dates. The first two hours occurred on the very first day of school, the next was a full day workshop occurring in mid-September, two weeks after school began, which was to present and evaluate strategies for career ed. The consultants were hired from a private firm call Schema, they were identified by participants Sandy and Jim. The opening session was conducted by Sandy, who presented the two-hour overview of the subject. The full-day workshop was jointly presented by Sandy and Jim. Jim presented most of the information and Sandy presented the final two hours of the sessions, which was considered the rap-up.

Conversations with the participants indicated that the personalities and presentation styles of the consultants had a great deal to do with the success and recption accorded the various phases of the workshop by the participants and listeners. In looking at the consultants'

positive traits, participants indicated that they were knowledgeable, that they seemed to be capable of giving good workshops, though this was much more true of Jim than Sandy, they had a good presentation, and aside from the opening sessions, little theory was given, but the information was generally concrete and practical.

The general criticisms were that there was much too much information given too quickly, it was very superficial covering of the topic. Furthermore, Sandy was criticized for being very low key and not exciting her listeners or audience, and also being highly non-directive. As one person indicated, "it was an excellent example of poor delivery." An administrator who attended the workshop said that he was "surprised at the negative reaction on the part of teachers that I hear as a result of the workshop." The workshop had three parts, first, a general presentation and overview which was given to the faculty on the first day of school, and then a full-day workshop which had a six hour discussion session, simulations, brainstorming, etc., and a two-hour wrap-up sessions. Sandy was in charge of presenting the overview and wrap-up session Jim presented the discussions and other strategy sessions.

Because of the timing and the day, the opening sessions, which was fairly theoretical and low keyed, created a very negative impression among the staff. When the workshop continued some two and a half weeks later, this negative impression had to be overcome. The first several hours, participants indicated, that Jim was very successful at presenting good strategies and excellent session on sexist bias in careers, and the atmosphere changed. However, when the wrap-up sessions was presented by Sandy again, people left with new information, but with a low level of expectations and again negative impressions.

While both consultants were considered knowledgeable and

capable of presenting good workshops, this case provides evidence of the impact of presentation style and personality as factors contributing the effectiveness of inservice programs. Sandy's presentation style and her low keyped personality were not considered positive and capable of generating a very high keyed uplifting experience to the participants. Jim, on the other hand, was seen as energetic, organized and capable of projecting a positive image around the subject.

5. Impact of the Workshop Sessions

During these two workshops there was a mix of information presented in the three part session. Participants indicated that for a majority of the staff, much of the information was new, however, the focus was basically on process or attitudinal awarenesses and not exactly on product or activity capabilities. The object was to bring out new awarenesses of sex stereotyping and other factors involved in career planning. Participants indicated that the impact of the workshop varied from individual faculty member to faculty member, that in general, the stereotyping segment had a higher impact than anything else, and that many teachers reacted positively at the time. As time went on, however, fewer teachers made active use of this new information, or information regarding sex stereotyping. In 1981, another task force was organized to bring about a new approach to career ed, however, looking back at the old program, participants indicated that its impact was very limited, and at best resulted in some new awarenesses and changed attitudes, perhaps, on the part of some faculty members. The experience, however, was such that the session which ended in late September of 1980 was the last inservice which the district had. One participant said, "There is a general atmosphere of reluctance and resistance around such programs now, they're considered an added burden, and they have been for the past few years.

6. Looking For Evidence of Knowledge Use

In general, because of some of the unique characteristics of this workshop, particularly the relationship between the administration using it on the opening day or school, and its relationship to the school comittee's plans for new career education focus in the district. Very little time was spent examining the issue of looking for evidence of knowledge use. The only indications coming from this particular group of faculty, was that teachers should not be observed in any way that would resemble an administrative or evaluative observation, that there should be discussions rather than classroom visits, and that teachers should be asked either through written forms or conversations to assess the way that information has been useful to them.

7. Incidental Findings

This case provides a good example of what can happen to a faculty sponsored inservice program when it is coupled with various other mechanisms and beliefs about organizations existing in the school's environment. Clearly, the program was considered a result of the school committee's attention on career education. Furthermore, the way it was originally presented to faculty, confirmed many people's belief that it may be an administrative program rather than a teacher sponsored effort. The atmosphere surrounding such programs, such as, curriculum days and school committee directives can effect the amount of impact and the level of receptivity accorded certain programs by faculty and professional staff. The career infusion program is a clear example of mixing with the wrong mechanisms and symbols for a faculty which is experiencing "contractual warfare" with the school committee, and which has a very low opinion of administrative inservice programs. There was evidence in conversations with the participants of this program

that the high school environment is somewhat political. That members of certain subject areas and programs tend to regard other people's programs with a certain degree of suspicion, so that things coming out of the guidance office, central office, or the principal's office may get a certain level of reception, but that these will be treated differently in the math department, science department, etc. The co-convaners of this program came from the guidance office and the business department, both of which, as they admitted had low status among the other disciplines, especially math and science, and it was difficult for teachers in these disciplines to see how these approaches, especially on career focus, could affect or be important to their way of teaching. Currently, this district is in receipt of an $11,000 grant to prepare a task force and plan ways in which to implement career infusion into the school, the program will face the same issues of politics and will have to deal with the associational aspects of presentation, context, content, and the political atmosphere existing between a school committee, administration, and a faculty.

In summary then, we find here a case of a program being treated like a curriculum day, especially on the first day of school, and we see the importance of certain things, such as, time, choice, and presentation style, both in terms of how it was presented by the consultants and the mechanism used by the school to bring the people together. It would be assumed from examining other cases and the assumptions that are implicit in our approach to the study, that this workshop would have a low impact. Teachers in this district and participants in the follow-up study indicated that university and colleges courses are few and far between and geographically inconvient for many people, that administrative curriculum days, conducted by the district vary, but because of the environment that exists between

central office, the school committee, and the professional's association, such programs are met with a great deal of skeptism. Teachers are wary and hard to please. Furthermore, the environment tends to be charged politically, so that any effort to bring about change must be wary of what part of the community the effort is tied into. And lastly, that high schools do contain sub-groups, or interest groups that may not readily see the utility of an approach which is highly regarded in one area and may have very little relevance, or perceived relevance to another faculty.

Lastly, this case indicates that if given the opportunity to deal with a presentation style that is upbeat and practical or one that is low keyed and theoretical, faculty members describe themselves as visual, concrete, hands-on learners, who would prefer to get practical information, and "answers to questions" rather than be presented with theory and ambiguity in dealing with new information.

Project 238: The Chapsworth School, Wallace, Massachusetts
Infusion of the Arts Into Curriculum for Gifted and Talented

1. Background and Introduction

Wallace is a small urban, industrial community in the industrial area stretching from Troy to Aldercott. It is composed of various ethnic neighborhoods, particularly Irish, Italian and Hispanic. Most of the students at the Chapsworth School come from blue collar families. The Chapsworth School itself, is a small brick structure located near the center of the town, housing approximately fourteen classrooms ranging from Grades 2 through 7.

2. Community, District, and School Characteristics

The level of support for teacher development in the community of Wallace was reported by respondents as mixed. They viewed their own school administrator as highly supportive, promotive, extremely helpful, and protective. They felt that the school was distinct and different, certainly different from other schools in the district. The city of Wallace is represented by the Massachusetts Union of Teachers and people describe the relationships between the Central Administration and the Union as adversarial and wary.

For the most part this school is composed of all female teachers and a female principal. The one male in this staff serves as the assistant principal. The school may be characterized as highly stable and the teachers have an extremely close and cordial relationship. The Principal, having been a former teacher and colleague to most of the staff, works from a small office near the side entrance, and views herself as a facilitator for the staff.

3. Origins of the Inservice Idea

This project was the creation of one of the teachers on the staff who described herself as a theater person. "I'm very active and into opera," she said. She wanted to get students interested in social studies and into

certain types of experiences which she was having difficulty creating in her own teaching. As a result of a chance encounter with the consultant at a local health care facility, the convener generated the idea of getting an arts infusion program going for members of the school staff. She approached the principal who was both supportive and encouraging, and has the reputation for being good at writing grants. The Principal suggested the use of the Commonwealth Inservice Institute as a means of implementing the convener's idea.

The proposal itself was written by the principal with the ideas supplied by the teacher, and the consultant. Contacts were made through the curriculum coordinator for the city and through the Commonwealth Inservice Institute's regional coordinator. The convener described the principal: "Having spent twenty years as a teacher, she really knows what it's like to be in the classroom." The proposal was written, circulated, and people were asked to sign on. Initially eighteen teachers and another principal enrolled. The program was promoted through the curriculum coordinator of the city through memos sent around to various participants' schools. Interviewees indicated that no pressure was used and that the participation in the program was entirely voluntary. Although described as a "multischool program," the majority of the participants came from the Chapsworth School.

One of the major incentives for some participants was the fact that three college credits were awarded to the inservice couse, through a negotiation with Meadow State College. These were applied to the district's inservice requirements as called for in the teacher's contract. In conversations with the school principal, it was clear that she had several misunderstandings about the Commonwealth Inservice Institute and its policy. She felt that these were because district administrators tended to control or "broker" external funds and grants to exercise control and to reward people

in the school system.

In summary, then, this workshop is the result of a teacher's desire to improve classroom practice by infusing arts and new techniques into the teaching of social studies and English. The idea is staff-based. An administrator acted as a facilitator, grant writer, and liaison in developing Commonwealth Inservice Institute funding. Other teachers were encouraged to participate and the major incentive used was inservice increments--three college course credits awarded by Meadow State College. Other important incentives in this program were the location and time of the program.

4. Project Characteristics

This workshop was held over a twelve week period, in sessions that met once a week from 2:30-5:30 on Monday afternoons. There were a few dinner sessions, however, which were considered by some to be inconvenient. There had also been an attempt at a Saturday session, but participants vetoed this idea. The time was described as convenient, and the time span, a twelve week period, was considered sufficient for the content of the workshop. The convener, however, felt that there should have been more sessions over the same amount of time. For example, instead of twelve, three-hour sessions, she wanted to have approximately twenty-four, two-hour sessions, meeting twice a week.

The consultant was Larry Bicknell. Larry is a local personality who has worked in various human service programs, and has done some lecturing at Meadow State College. The consultant was introduced to the principal and other participants by the convener, whom he met by chance. When the participants were asked to assess the positive characteristics of the consultant, they generally noted his knowledgeability in a limited area of the field; that he was non-threatening and enthusiastic; that he was good at dealing

with adults, that is to say, better at dealing with adults than dealing with children; and that he came into the teachers' classrooms and observed them on-site.

When asked to describe some of the problems that the consultant had or faced, in general, people sited his inexperience--lack of age, lack of experience in dealing with children, and "not knowing what it was like to be a teacher." Another participant indicated that he initially turned off some of the teachers because he came on very strong and seemed a little "wierd."

In looking at the content of the presentation, several people found it "useful," but thought that the consultant, "could have been more organized in giving us activities to use in the classroom. There was poor follow-through, although the program was generally good, and even though he came into our classes, we did not get enough activities." When participants discussed presentation formats, they referred to: lectures, simulations, and activities. Most participants felt the lectures were not as good as the activity handouts that the consultant distributed.

5. Knowledge Impact and Use

When the interviewees were asked to evaluate the types of information they had received in the course, many indciated that they had received skills and activities which were characterized as products. Though some felt that their attitudes were changed, they stressed that the focus of the course was one of skill building. In looking at the level of new information gained from the course, one person commented, "What Larry gave us was a good initiation into a training course. We really need more of a chance to develop programs and activities out of this, there is a need for a carry-over." Other people commented that the information was not necessarily new, but that it was

entertaining and it cffered a new perspective on the topic. One person felt that she had gotten genuinely new insights into their teaching as well as techniques for infusing various approaches to the classroom.

In general, most participants indicated that they had applied the course's techniques to specific situations in their classes, especially during the inservice and immediately after the consultant had visited their classrooms. Over time, they used other techniques from the inservice, but they could not say that these were "a result of the workshop."

One of the difficulties of using information gained from an inservice program was the text-dependency of the information and skills acquired. Participants indicated that they tend to get knowledge based on certain needs drawn from specific situations of their teaching or learning. Thus, when they seek certain skills or "acquire" information, they do so with a certain student, group of students, or classroom situation in mind. If they are reassigned from one year to the next due to reorganization or retrenchment, or if the student or classroom context changes significantly, the chances of their using the information they acquired at time "A" may change considerably in context/time "B".

A teacher who had been teaching a fourth grade class in 1980 said she was now teaching a sixth grade class and the needs, situations, and demands were very different. The information/skills acquired for her fourth grade context (setting) were not necessary or useful in a sixth grade classroom. In another case, a teacher had gone from grade seven to five and sighted a similar problem. In both instances, the teachers felt the knowledge use was contingent upon the needs and demands of a specific situation/context. As described to the field staff, the theory operated somewhat as follows: during the period of the course you develop skills and attitudes based on

your knowledge of certain students in a certain class. Should you have the same class next year, you may use the information if there are similar students in that class or if the class is similar to the one previous. If the class' "personality" is significantly different, you may not use the information. Secondly, if you do not have the same grade level, or there are some other organizational changes in the school, the probability of your using the information gained in a workshop experience, under different/new circumstances is greatly hampered. (This system is worthy of investigating and could have some implications for the knowledge use portion of our study in the future.)

In looking at the knowledge use process itself, teachers at this sight began to describe a phenomenon of knowledge adaptation and transformation, where certain knowledge acquired at a point in time is ingrained into a teacher's repertoire or behavior, adapted and reused when necessary. Its "slavish immitation" or replication seldom exist in practice because they keep tailoring the information to suit the situation. As one teacher said, "We don't conduct things exactly the way they were presented to us, we adapt them to our classes. It's a very subtle process." Furthermore, they said that activities and skills will tend to be used fairly immediately, that attitudes and other forms of behavior will change more slowly.

6. Gathering Evidence of Knowledge Use

In this project, teachers made the following comments about how to get evidence about knowledge use. "I think you have to experience it, you have to be there...interviews are too subjective, teachers tend to make themselves look good...you have to get a feeling for the situation and spend time in the classroom, keeping a journal may be useful." Another teacher commented, "Having bull sessions among the participants is often useful, there has to be a certain climate for visiting classrooms, an openness, a freedom. There has to be a certain level of social interaction among participants in a school

for them to accept you." This teacher felt that questionnaires in and of themselves won't work, and that visits, i.e., occasionally coming in and observing a class, won't work in most schools. Many teachers stated that they are totally turned off to writing, but perhaps making tapes of their observations would be useful. One teacher suggested that there be a pre-workshop observation of the teachers and then a follow-up study to see where the differences occur around a specific subject. Other suggestions ranged from asking students to document what's going on; talking with the principal or supervisor; talking with the teachers; and the convener suggested the selection of workshops that had certain objectives and goals that could be measured through mastery of measurable objectives.

7. Incidental Findings

In conducting the interviews in this project it became obvious that the monies of the Commonwealth Inservice Institute can be used in a variety of ways, depending on the political environment of the school system involved. While the administrator in this school was used as a facilitator, she complained that other levels of administration in the district were parcelling out the access to such grants, and that neither teachers, nor, in some cases, school site administrators had any control over getting Commonwealth Inservice money. There was evidence in this round of interviews that Central Office Administrators in Wallace were acting as brokers of these resources. They suggested that district or school system control of access to inservice funds represented a problem in the way the Institute funding process was structured.

In looking at other aspects of this program, it was obvious that the climate of a school does make a difference, as does the attitude and posture of an administrator within that school. Looking at administrative leadership styles and behavior may be an interesting way of representing school climate.

Staff examined various professioanl development programs in terms

of looking at district inservice programs useful when they were run within the school. If they were district-wide programs, participants felt that these were frustrating, especially when teachers had to leave their own school, "They are usually a waste of time." There was certainly an us/them mentality evidenced at this school.

When teachers were asked to look at the types of courses offered by universities and colleges, their responses varied considerably, and tended to reflect certain aspects of individual participants' learning and teaching styles. Often college and university courses were sighted as being extremely exciting and useful. This view came from two individuals who thought of themselves as "theoretical devourers of knowledge." The other participants tended to report a need for more appropriate courses. In general, there was desire for activities, information, and materials that were very relevant to the classroom setting. As one person said, "We have plenty of questions, we don't need to go and look for more questions, what we are looking for are answers."

Project 239: Hamilton Community Magnet School
Conversational Spanish

1. Background and Introduction

This Commonwealth Inservice Institute in Conversational Spanish for elementary teachers was designed to "help elementary teachers communicate more effectively with Hispanic students." In this workshop individuals were divided into two groups, an advanced and introductory, in which they practiced and learned phrases that would help them communicate better with the parents of Hispanic students in their class. Although participants came from several schools, only the teachers from the Hamilton Community Magnet School participated in this follow-up study. This workshop was the first of several CII programs in Hamilton, one still ongoing, designed to help teachers in bilingual and multi-ethnic schools deal more effectively with the subpopulations of that community.

2. School and Community Characteristics

Melville is a large industrial and commercial city in northeastern Massachusetts, housing an ethnically and racially mixed blue collar population. The school system serves approximately 14,000 students distributed among three high schools (one a vocational technical institute), four junior high schools, two magnet elementary schools, and twenty other elementary schools. The Hamilton School is one of the two magnet institutions. It is located on the edge of the city's southeastern commercial section, surrounded by industrial and commercial buldings and flanked on two sides by large apartment complexes. The buildingitself is quite old. The principal is considered bery innovative and supportive by his staff. Participants from this school reported a high level of conflict between teachers and central administration in the district as a whole. Participants from this school reported a high

level of conflict between teachers and central administration in the district as a whole. They added that its intensity varied greatly from school to school and that it was not worse in their estimation than in other urban areas.

3. Origins of the Workshop and Structural Characteristics

This workshop in Coversational Spanish came about as a result of the increase in the number of Spanish-speaking students in the Melville system and especially in the bilingual program at the Hamilton Community Magnet School. Over several years, as this population grew, teachers encountered increasing communication problems. They could often communicate with the students themselves, but were unable to talk and even to interact with parents who were essentially non-English speaking. Many teachers believed that this barrier could be lowered if they developed their ability to maintain simple conversations in Spanish. As one teacher said, "A knowledge of Spanish is a real plus in the Melville community, especially in this part of the city." The Hamilton School at that time offered bilingual classes in grades one through four, and English As Second Language (ESL) classes in grades one and two.

The workshop idea grew out of conversations between classroom teachers and the Spanish teacher in the school. The convener conceived of a program that would help teachers acquire minimal conversational skills so that they could better communicate with Spanish-speaking parents. She approached the principal and through him became acquainted with the Commonwealth Inservice Institute. The principal wrote the proposal for funds. As the convener stated, "Classroom teachers just don't have the time to do such things. And what's more it's very difficult to get out of school to get these kinds of skills." She cited several reasons why the principal was a good choice

for writing the proposal. She described him as "extremely supportive, an educational leader who tries to create an environment for professional development in the school."

Information about the proposal workshop was circulated through the schools. Notices went out to other buildings through the administration. So far as anyone knew there was no pressure brought to bear to sign up. The convvener remembered that--"Before we knew it we had more than we could possibly handle, especially as the notice went out to other buildings. Soon we had over thirty teachers. It was becoming unruly." Two or three inservice increment credits could be earned in the program, but the convener felt that this incentive was secondary for most participants. She believed that the major motivation for the majority was the need to communicate better with parents. She reported that before the list of potential participants was filed with the Institute, enough teachers had signed up and the organizers decided to offer two classes, one for beginners and one for people with intermediate or more than beginner skills. One participant remembered learning that there was a waiting list to participate in the course. "I was shocked," she said. "There was no pressure. It was all genuine need and there was a very enthusiastic response." The conveners noted, with some amazement, that "No one dropped out and that was very unusual."

In addition to teachers, the principals of the two magnet schools participated in the workshops. All of the interviewees taught at the Hamilton School, but the majority of participants came from the other schools; the Hamilton contingent found the location and timing extraordinarily convenient, but the rest may have been less well-pleased, although happier than if the program had been staged at the nearby state colleges, for example. The program began in 1980 and has remained ongoing in 1982, clear evidence that it was providing a valued service for teachers in the Melville system.

4. Characteristics of the Workshop Itself

Two classes were held one on Monday afternoons from 2:40 to 4:40, the other on Tuesdays during the same hours, both at the Hamilton School. Each class enrolled about fifteen students and extended over fifteen weeks. No extraordinary sessions were held. The consultant/instructor was the bilingual teacher at the Hamilton School, Olga Wadsworth. In addition to her, a conversational assistant and an aide helped students practice their Spanish, the assistant also conducted some classes. South American or Caribbean Spanish, rather than Castillian, was taught. At the beginning of most sessions, the instructor did some lecturing, but the main focus in both groups was practice of conversation.

Participants were asked to specify the positive and negative aspects of the convener and the consultants in the workshop. In general, they supplied many positive comments, especially of their colleague and co-teacher, Ms. Wadsworth. She was described as "extremely good", "fair", and "positive", and praised for bring activities into the classroom. One teacher said, "Her manner was most pleasing and she treated us like colleagues, not like a teacher. She knew the atmosphere and environment well. There was no need to tell her what went on here. She was friendly, encouraging, supportive, and warm, and extremely effective in group discussions." Another one stated, "Having come from the 'system' she knew what we were looking for and gave it to us. She knew each of us well enough, and the school and its situation. She came very well prepared. She developed work sheets which we could use in the classroom and other activities which would make the information in the course more meaningful."

The assistance, Ms. Williams, also was rated as being fairly effective. Some people noted that she gave more structure to sessions than Ms. Wadsworth did, and made people do their homework and developed excellent classroom

materials, as well. In addition, many cited her as being easier to understand because she spoke slowly and was an English-speaking person using Spanish. She was therefore more sensitive to the problems a non-bilingual person might have hearing and pronouncing new and different words.

On the negative side, Mrs. Wadsworth was cited as having a hard time understanding the needs of those who had never spoken Spanish before. Because she was so fluent and comfortable in her language, she occasionally proceeded a little too fast for some people who had slight previous exposure to Spanish. One person commented that she could have been more structured in dealing with participants, but qualified that by saying that Ms. Wadsworth was very sensitive to the fact that she was a teacher among other teachers and wanted to be more of a colleague and facilitator; it would have been difficult to enforce more structure.

By and large, respondents reported a high level of task orientation in the workshops and felt that they developed many conversational skills. In the second year when Ms. Williams, the assistant, took over, more one-on-one and small group discussions occurred and they had fewer opportunities to build networks and for general social interaction. Two of our four interviewees countinued in the program through the second year, while two others dropped out due to scheduling problems, but all acknowledged the positive function the workshops served, especially in that particular community and in their school. They agreed that because their principal had been a part of the workshop and had helped to put it together, he understood its purposes and was able to provide a supportive environment in the school itself, in which teachers were encouraged to use skills learned in the workshop with parents and with each other. This was one of the important characteristics of the workshop in their school; participants who did not work under a similarly supportive principal were probably significantly handicapped.

5. Knowledge Used and Impact of the Workshop

Before discussing participants' use of information gained from the workshop, it should be recalled that this project took place in a magnet school enrolling a great many Hispanic students and located near an Hispanic community in a city with a large Hispanic population. It further should be stated that the school itself, being a magnet school, has special programs, and that the impact of the workshop at other schools probably differed from that reported here. As one participant said, "The school administrators in this school and the atmosphere are different. Most teachers here are genuinely trying to improve and there is a combination of factors. We're a magnet school and it's very exciting to both the faculty and the principal."

When participants were asked to identify the type of information gained from the workshops, responses varied. One stated that they got a good deal of information, but that much more was presented than they could possibly make use of. Another said that a good deal of new informaton was given, and that classroom activities were very useful, but that the information's usefulness was situation-bound, being dependent upon the population of students in a class at a given time. A third reported that they learned how to communicate better with parents and that this led to different attitudes and improved understanding. They certainly had acquired a great deal of information since they had no knowledge of Spanish before the workshop. They felt they had begun to understand Spanish parents better and could start to think the way they did, and therefore be more effective with them and their children.

The interviewees believed that the activities suggested by the consulants for use with Hispanic children and parents, and the make-up of the student population, determined a great deal of the impact of the workshop. In 1980, when the workshops began, there were more bilingual

classes in the school and there was a great need to develop Spanish-speaking skills among the teachers. But by 1982 the school's population had changed. Participants had often employed their Spanish in 1980 and 1981, and some still did so in 1982, with certain students, but usage is not as constand and ongoing as it was during the first two workshops, when they were taking the courses and trying out the activities. One person stated that the first year was fairly confusing in terms of dealing with the language, but that the second year of the workshop reinforced the first year. The utility of the training became apparent and now, "I use it a lot."

Differentiating between attitudes (i.e., behaviors and outlooks generated by participation in the course) and the activities or products presented in it, one participant said, "Activities tend to be faddish. You take them, you use them, and those that you find useful you adopt or modify. But ...attitudes are more difficult and slower to develop. In either case, the process is interrelated and the information gained will staff with you and only be used depending 1) on how useful it was when you tried it, and 2) the need to use it in the future."

Another participant indicated that currently she has several bilingual students in her class and frequently uses information gained in the workshop in conversations with parents. "I have a need to use it in preparing and dealing with parents, and therefore when I have a problem I always go back to my notes or check with Olga." Another participant described the way she often tries things out. She said, "I don't use the information now as much as I did then, but then I used some activities all the time. Not all of the, but some. I try them twice. The first time you can never be sure what's going to happen. Even if it was no good, I'd try it again. After the seond time, if it didn't work I'd abandon it. There's just too much to do."

A subtle factor that several participants mentioned was that many of the activities suggested in the workshop were individual-focused, especially useful in interactions between a student and a teacher or two students and a teacher, rather than applicable in teaching a whole class. This made their use dependent on individual teaching styles. As one participant put it, "If it has relevance for a whole class I'll tend to use it more often because I tend to teach to a class. On the other hand, my friend has an individualized class and she would tend to use individualized things more often than I would."

6. Looking for Evidence of Knowledge Use

Conversations with these participants were unusual, in that being in a magnet school they were, as oen put it, "used to having people in and out of this building at all times. It wouldn't both any of us." As another one said, "We're a magnet school, we're observed constantly. Observations here would be no problem." Discussing how to get hard data on changes that might occur as the result of a workshop, one participant suggested that information gathered through observation might be very useful, but that a lot goes on in a classroom and it would be difficult to differentiate what came from the workshop and what arose from the teacher's reaction to the situation. Several felt that observations during a workshop would yield high levels of evidence of knowledge use, and that six months later one would be able to trace out the lasting effects. Others believed that after six months it would be too difficult to see differences. One participant stated, "Observers must be ware that if they go from one teacher in one class to the same teacher in another class, it may be a very different act."

The last bits of advice the teachers offered was that children should be questioned and looked at, and that observations should be structured

around the impact the information has on children. If students like a new activity, or it has a positive effect on them, teachers will be inclined to use it and a cycle of reinforcement will be set up. If a new practice doesn't have a positive impact on students, and the teacher is at all sensitive to them, though the teacher may like it he/she is not likely to use it again, even though the teacher may like it a great deal.

7. Unanticipated Topics

This inservice program clearly owes its existance to a school administrator who brought together resources and used his talents to establish a workshop that responded to specific teachers' interests. Some participants believed that the idea was originally the principal's. The convener insisted that the idea for it had occurred to several teachers, who approached the principal. Obviously, when someone writes a proposal and commands additional resources useful in implementing a project, people rightfully or otherwise may attribute the origin of the idea to that person. Indisputably, the principal knew of the Commonwealth Inservice Institute and the teachers had not heard of it. To some it remains somewhat of a mystery, because as one said, "Teachers haven't got the time to sit down and write proposals; administrators do. They also haven't got the time to go through all of the information that's thrown at them day after day. Administrators do."

The workshop sprung from a strong need within the school, and developed further as that need began to be met. There was a need-training-use-reinforcement cycle that helped generate a second year and then a third year. People admitted the difficulty of working with a colleague in the consultant role, but they felt that the nature of their particular school and the skilos of the consultant were such that it was very possible to do so. In other situations, they felt. this might not have worked out because schools can be so political. "Especially in cities," one said.

Participants discussed the various types of professional development available to them. They agreed that in-house or school-site curriculum days are worthwhile in their own school, but not in most other schools; those with experience in other schools were quick to point this out. As one teacher said, "The activities we were asked to involve ourselves in weren't worth the time away from the classroom. Furthermore, there was no follow-through and the lack of relevance to classroom experiences tended to make them boring lecture sessions."

Similarly, district inservice courses and "curriculum days" are rarely useful. One teacher said, "District inservices are a waste of time." A Special education person pointed out that the staff in this area had recently attended six inservice meetings and that the presenters came unprepared and disorganized. They set forth conflicting information and people became frustrated and turned off. Many participants felt that district inservices are often used by administrators to lecture teachers about things that the teachers already know. The time allotted to these programs should be used in the schools for teachers to communicate with each other. According to one participant, a great need for this exists that is not currently being met, especially in middle and elementary schools.

Individuals stated that college and university courses generally aren't as practical as "Conversational Spanish" or "Composition for the Classroom", another inservice in the school. "If they're not going to help me right here where I work, I'm an inner-city school teacher, then I don't need them. Theory is wonderful but it won't necessarily help you." One participant cited a program she thought was ideal, a Museum of Fine Arts course offered under the title, "Art For Non-Art Teachers." The teacher praised the course as being practical, well-grounded and non-theoretical. It showed teachers how to integrate their experience of the MFA with specific

with specific classroom activities. Otherwise, they said, most college or university courses turn out to be too much theory and not enough understanding of what needs to be done. However, in pointing out the benefits of a professional education or continuing education course in a college; one participant stated, "At least you have the variety and the right to pick and choose. In district inservice we have no choice."

Lastly, they looked at the Commonwealth Inservice Institute policies and programs. Their own experiences led them to believe that administrators should be involved in developing and implementing CII-sponsored workshops. Their principal had written their proposal and helped create a supportive environment in which they could reinforce each other in the use of conversational Spanish, with each other, with students, and with parents. They also cited another CII-funded workshop "Composition for the Classroom", convened by the district. They felt it equally good: practical, flocused, and full of information that could be used in the classroom.

On the basis of their experiences, they felt that the times, locations, and practical foci of CII workshops were by far the best and created the least strain on teachers in terms of schedules and non-productive demands. They felt that because CII projects are likely to be held in school, they have a higher likelihood of containing useful material and a lower likelihood of being theoretical and impractical.

Project 344 - Windsome Public Schools
Windsome, Massachusetts
Incorporating Methods for Educating
the Gifted in the Classroom

Background and Introduction

This inservice project was conducted between October 1980 and February It involved all of the 53 elementary teachers in Windsome in a series of 15 2-3 hour training sessions designed to:

> ...give teachers skills to identify gifted and talented students, develop differentiated curriculum and adapted present teaching techniques....As a result of this training, participants will be better able to meet the needs of gifted students in the classroom

Two factors make this project particularly interesting: 1) the large number of participants in this multi-school district-wide elementary project; and 2) the fact that the principal consultant, Barbara Lennon-stevens was the district's specialist in education of the gifted, and a colleague of the participants.

School and Community Characteristics

Windsome is a small residential community about 20 miles south-south east of Boston. At the time of the inservice workshops(1980-81) it had three elementary schools and a district coordinator of program for gifted students. As a result of Proposition 2½ and declining enrollments, there are only two elementary schools in the district, one K-3 and the other 4-6. Previously (before 1981-82) all three elementary schools served students in grades K-6.

Windsome is a relatively small community (less than 30,000) and there is a high degree of job stability among both teachers and administrators in the district. The follow-up site visits occurred during a dispute between the Windsome Town Council and the teacher's unions over the size of salary

increases for the new contract. Teachers, therefore, did not have a contract and were under a "work to rule" order requiring, in effect, that teachers do no more than that which was specifically required under the terms of the old contract. While potentially damaging, the work to rule order did not appear to affect the teachers' willingness to discuss their inservice experience with the field staff.

Overall, participants interviewed indicated general satisfaction with the level of leadership of support in the school district. The principal of the Spokeham School sit of the interviews, had been their since it was opened in 1969 and he was well thought of by the majority of the staff interviewed. However, due to reorganization mentioned above, the Spokeham school is now a grade 4-6 school and several teachers have had to take new positions within the school. Many other teachers who had been in the school in 1980-81 were reassigned to other schools in the district. Thus, therefore, thos interviewed represented people who were not necessarily in the School when the inservice workshop took place. Conversations with the principal, James Honneman, indicated that the district's schools are basically sound but that the current controversy over the teachers' contract had created a hardship for the teachers and the administrators.

Origins of the Workshop Idea

Conversations with the program convener and various participants suggested that the idea for the inservice project had come from a variety of sources: parents, district personnel, teachers, and administrators. Initially, the district had a special or gifted student program which was conducted at a central location for elementary school students. It was an enrichment program in which the special (gifted) students were brought from their

individual schools to a central location and given accelerated instruction by the district's coordinator of gifted programs, Barbara Lennon Stevens. This approach caused some resentment among classroom teachers who felt that it was elitiest, separatist and somewhat disruptive since the students who attended the program became less manageable and more difficult to integrate into their classrooms. This situation resulted in an assessment of the program and discussions at the district level. It was felt that the program should be decentralized in order to create optimal effects and to avoid organizational as well as educational problems. The other side of the issue was the fact that Ms. Lennon Stevens' position itself was being considered for elimination due to budget but-backs and declining enrollments.

The purposes of the program were to integrate gifted and talented skills into the classroom approachs of teachers and to disseminate the skills of the specialist among other members of the staff in Windsome. The proposal was written with a particular consultant in mind, I.E., Barbara Lennon Stevens. The Commonwealth Inservice Coordinator helped to redefine and redirect the proposal and worked with the program convener. There was some evidence administrative involvement in recruiting participants, though teachers did not say that they felt pressured. The fact that almost every elementary teacher participated indicates that the response was very high and if administrative pressure was not cited as a factor, there was indeed a comprehensive and successful recruitment effort. In general however, respondents indicated that participation was more a result of teacher interest than of administrative pressure.

Discussions with the participants indicated that there were several incentives for enrolling in the inservice project. First, there was a need for teachers to know the district's gifted and talented approach. Furthermore,

They wanted to add some of these skills to their repetoire. There were also three professional increment credits attached to the inservice workshop. These credits provided some important incentives in terms of salary step increases for teachers. Third, the course was free to teachers and this was very important. Fourth, the instructor was known to teachers in the district. While participants admitted having problems with her program they also had respect for her knowledge and skills. Fifth, the locating program at the Spokeham School provided participants with convenient and central locations. The combination of these factors proved to be a very important inducement for participation.

Workshop Characteristics

The inservice workshops were held in the fall-winter term of 1980-81. Sessions of approximately two to three hours each were held on Tuesday afternoons after school from approximately three to five or six. The time devoted to the project (36) had to conform with the district standards for three professional increment credit hours (1 credit = 12 hours). All of the respondents to the interviews indicated that the time allowed for the course was adequate.

The number of participants was considered to be excessive. The size of the project tended to limit the types of interaction styles that were possible and forced the consultant/instructor to use a lecture format for most of her presentations. However, the participants did not blame the consultant; rather, they recognized the needs of the district to disseminate as much of this information to as many people as possible. When recalling the project, one comment mentioned often was that there was a very heavy workload associated with the inservice. While those who were in a

Masters program or recently graduated from such a program felt that this was normal for such courses, especially considering the three credits, other people, i.e., those teachers who were not enrolled in graduate programs, etc. felt that the workload was excessive and presumptious. They preferred to have less reading and things "heaped on us". This was the major criticism of the inservice project.

When evaluating the consultant, participants indicated that positive characteristics were that she was a highly respected and well-educated person, extremely creative, capable of explaining materials to teachers adequately and clearly. She had great enthusiasm and a great deal of knowledge about the district. Most of all, "able to remember what it was like to teach in a classroom". Another factor that several people felt was positive was that she was able to handle teachers reactions and criticisms of her program without resentment.

In looking for the negative attributes of the presenter, most respondents found it difficult to cite any. They felt that, aside from there being too much material presented and the fact that there was a great deal of "theoretical" information used in the beginning, the consultant tempered her presentation over time and gave a focused and practical approach to the subject. They indicated that many resented the heavy workload of the course and the high expectations of the consultant, especially since she was someone from within their system.

The presentations involved a great deal of discussion and use of AV materials. The consultant mixed methods and styles of presentation and that was considered by all to be a definite plus. Her use of her knowledge

of the system and classrooms, made here a more effective presenter. Furthermore, her frank appraisal of herself and the program's problems made people more comfortable learning from her. There were a great many products, activities and handouts generated by the inservice. Teachers found these very useful. As part of the course, teachers were also required to develop their own gifted and talented project which was to be shared with other teachers. There were approximately 50 such activity packages. People still use many of these in their classes. In addition, participants felt that the discussions of other staff and their ideas were very helpful.

Several people cited the fact that the consultant often presented information in a theoretical way, causing resentment and resistance among many of the participants. Those who were in graduate programs at universities or enrolled in continuing education courses felt they understood where the theory was coming from and were able to handle it. However most of the participants had difficulty with this form of presentation.

The consultant brought many materials and resources to the presentation and many teachers felt that the: "How-To books were really good." Activities and handouts for use in class were considered particularly helpful.

The sessions opened with a brief lecture leading to discussions and then presentations by various participants in the workshop. The presenter knew her material very well, knew the system fairly well and mixed Audio-Visual discussions and information handouts in a way that all the respondents felt was extremely worthwhile and useful.

Knowledge Use and Impact

Although participants varied in their responses, reports of knowledge, use and impact were generally high. Two factors were cited as responsible for

facilitating the teachers' usage of the skills and information gained from their inservice workshop: the consultant's position and program had been terminated at the district level; and the gifted and talented programs had been decentralized. As a result, the participants were required to offer individualized programs to gifted students in their classes. Many of the respondents felt that the workshop design and consultant's behavior promoted such use. Specifically, the consultant's knowledge of the system and her work with the teachers and students in the classroom during and after the workshop were considered important to this process.

Over time however, other factors appear to have inhibed the knowledge use process. Primarily, the reorganization of the schools and resulting teacher reassignments were considered disruptive to the continued use of the projects' skills and information. "Teachers face a new situation every year. Even at the same grade level, our class can be very different from the next. If you change grades too, it's an entirely new ball game."

Individuals differed in their assessment of the workshop's impact over time. The Librarian felt that she made frequent use of the program's information in ways that were not applicable to classroom teachers. She sited examples of story telling, brainstorming, etc., which she felt she employed in her sessions with students in the library. She also felt that her ability to deal with Gifted and Talented students had been enhanced through her exposure to the inservice workshops. She said: "I've been using it more and more over time, though I don't think of it that way." Other

participants felt that their use of the project's information and techniques varied over time depending on the mixture of students in their class.

Impact was closely tied to the incidence of Gifted and Talented students in the teacher's new classes, the fluctuations or changes in the organization, and assignments that the teachers had within the school over time. However, all agreed that the impact and usage of information was highest during the course and immediately thereafter. Furthermore, the types of information they found themselves using tended to be projects, activities, or handouts, things that they had developed in the course and had taken with them.

Activities within the workshop, such as developing a project or taking on the task of implementing some idea, seemed to be very important and different from discussions, handouts, lecturing or information given by the consultant. Thus, hands-on experiences were cited as important learning aspects of the workshop.

In this particular workshop, there tended to be high usage of activities and product information during and immediately after the workshop experience. Over time, however, the usage varied with individuals. This variance seemed to be associated with their classroom assignments, with the mix and composition of the student abilities within their classrooms, and their own learning styles.

Looking For Evidence of Knowledge Use

When the participants were asked to look at the problem of how to acquire evidence of impact and usage knowledge many sited the difficulties associated with observational techniques such as the Hawthorne Effect (i.e., teachers acting or reacting to the expectations of the observer) or issues concerning the use of observations in a particular district (whether they were used in a threatening way, or whatever they became associated with). They also sited the fact that certain teachers would probably be unaffected by being observed while other teachers could be highly responsive to the expectations of the observer.

In general, suggestions included: visiting the classroom to ask students what they were doing; examining the student output and comparing it with certain things in the class; having discussions with teachers, keeping journals; and in one case, creating discussion groups where teachers would discuss their evaluation and use and the ways in which they were doing things. Participants felt these approaches 1) would provide evidence of what people were doing; and 2) would tend to reinforce and refine the applicability of knowledge gained in the course so that further use would be possible. Some respondents felt that having conversations with teachers on a regular basis, apart from the workshop, would help to identify information and would be less threatening than observation. Generally, the participants felt that students would be good observers and good informants of the way that their teachers were using knowledge and information. They all agreed, however, that the best time to be conducting observations would be while the workshop was ongoing. At that time it would be easier to point to clear examples of knowledge and information usage. As time progressed,

certainly before six months, the respondents felt that new techniques and behaviors would be blended into the routine.

One interesting factor was that participants felt an outsider could not understand what the teachers were doing unless observations were made prior to their getting involved in the workshop. This would enable the Researcher to document change as a result of the workshop rather than as attributed to the project. They suggested that changes in the school itself, district, or contract problems, could have a severe impact on the way knowledge was used, or on teacher behavior during a specific time period.

Finally, the participants suggested that teachers themselves be retained and trained as field researchers in particular sites. They would know their co-workers behaviors and would have a higher level of trust than someone from the outside.

In summary, the participants' suggestions tended to focus on: looking at student performance, looking at teachers' performance pre-and during the workshop experience, and getting an insider's perspective on what the teachers are doing while not being too evaluative or threatening in the observations of teacher behavior.

Incidental Findings

In looking at the question of the role of the Commonwealth Inservice Institute, teachers felt that: 1) they gained information about the Institute through the administration, and 2) that when writing proposals, administrators were

usually involved and had to be in order to sign-off or approve certain proposals for their district. There were not many misconceptions about the institute, but they did believe that the amount of funding you received was directly tied to the amount of people served in each workshop. They felt that this was not very functional, and that when their were too many people involved in the workshop they became more unwieldy, and "too crowded."

The usage of incentives such as inservice increments and salary step increase scales was cited in this case as being very important. Third, we begin to discover in this case, that there is some interesting relationship interactive, complex association between an individual style of learning, the style of teaching, the presentation style of the consultant and the way and the type of information presented. In this project in general, the more seasoned or more tenured teachers tended to be more traditional, but preferred practical experiences that were very focused and desired a product type knowledge. If they could acquire very practical approaches to specific problems within their classes and around specific students and this could tie in with their styles of learning and teaching, that they would use it much more than they would otherwise.

Participants were asked for their perceptions of courses offered by colleges and universities. The teachers felt that an important aspect of the project was that the inservice was at their schools, conveniently located, at usually convenient times, whereas college and university courses required travel and were generally offered in the evening which was more disruptive for people with families. They also felt that courses at colleges tended to be theoretical and sometimes impractical or out of touch for those

teachers that had significant experience in the classrooms.

Finally, when asked to consider in-house inservice programs or district inservice programs, the respondents tended to be very critical. One said, "they're an insult to my intelligence", another said, "they're busy work for teachers." To some extent these perceptions may have been affected by the current contract situation between the teachers' Union and the district. The perceptions of in-house inservice programs were that they were not effective and that they did not engage teachers' interest or deal with questions that teachers felt were relevant.

In looking at the Winfield project in general, certain factors stand out. The use of an in-house has some political risks, and there is both value and difficulty in learning from a colleague. However, one positive aspect as sited in this case, was the ability of the consultant or presenter to work with the teachers and certain students throughout the period of the course is considered very beneficial. The consultant's knowledge of the system and its context can be more helpful in helping them focus the substance of course.

Finally, changes in school organization and in staff-district relationships are important facts to consider in evaluating a workshop experience and in assessing knowledge use and impact.

Project 350: Berlin/Boylston School District
Project APT (Awareness of Productive Talents (Gifted & Talented)

1. Background and Introduction

Due to problems of scheduling and interest in the follow-up student, the project convener, having been contacted by both memo and telephone, indicated that participants were reluctant to participate in a follow-up study of the workshop. Because of the difficulty in obtaining sites and given the conditions of population decline and financial problems created by Proposition 2 1/2, it was decided by the knowledge use program staff to conduct an interview with the project convener alone, as an indicator of what went on in this program as part of the follow-up study to Phase I of the general knowledge use study. Therefore, on Tuesday, December 2, the project convener, Mr. Ed Abenroth, was contacted in East Boylston by telephone, and a 45-minute telephone interview was conducted.

The APT Program was a "30-hour inservice program for K-6 school personnel. Workshops, classroom observation, and follow-up sessions provide participants with skills in identifying procedures in curriculum development and modifying them for gifted students. Participants also become familiar with the ways the school and community can work together to benefit gifted and talented students. As a result of this training participants will work more effectively with gifted and talented students in the classroom." The project involved 23 teachers, 1 staff psychologist, 1 school administrator, and 2 part-time consultants.

2. Community, District, and School Characteristics

Because the interview with the convener was conducted over the telephone, there was not an opportunity to visit the community

and school sites, however, investigation of state data and census date indicates that Boylston's school district is part of the Berlin/Boylston Regional District, there is one elementary school in Boylston organized K-6, and similarly one elementary school in Berlin which is also organized as a K-6. Approximately 370 are served in the Boylston elementary schools and 270 are served in the Berlin schools. Both systems feed into a regional high school known as the Tahanto Regional High School, serving approximately 520 students. Because of the fact that the interview was conducted over the phone it was likewise difficult to determine the administrative style and other characteristics of the district. Therefore, this commentary will only focus on the information gathered over the telephone in a conversation with the convener.

3. Origin of the Workshop Idea

Conversations with the convener indicated that this workshop was the result of 3-4 years of work and thinking around the problem of developing curricula for gifted and talented students in the Berlin/Boylston district. The idea finally took off in the middle of the academic year 1979-80. Around that time the convener was introduced to the notion and the purpose of the Commonwealth Inservice Institute by the special education direct in the district. The convener met with the regional coordinator who gave him an orientation, assisted him in writing the proposal, and then helped him obtain the funding. The thrust of the program and workshop was basically to develop an awareness of and basic training in gifted and talented curricula and techniques. The convener of the workshop, who was a reading coordinator and curriculum developer in the district, designed the program and hired the consultant from an adjoining school district, a Mr. Tony Deceaser. Other teachers in the district were recruited by the convener and there was no pressure used,

according to conversations, there was just genuine interest. The program was based on a needs assessment, a list of objectives was presented to the teachers along with a sign-up sheet, and those who signed up did so on a purely voluntary basis. Approximately 20 staff responded positively, of the 20 about half decided to participate, among those were four parents. The incentives used for the program were basically that of one inservice credit, or one service increment, which was alotted for approximately 16 hours of inservice time. Because the total program was less than 32 hours there was only one credit that could be alotted. Other incentives, according to the convener were those of: 1) interest in the subject matter itself; 2) no cost to the participants; 3) a convenient location, since the workshops were conducted right in the school itself.

4. Characteristics of the Workshop

The workshop involved over 20 staff members, administrators, and parents in the Berlin/Boylston Elementary School District. The program was designed by the convener and based on the list of objectives and needs that were sited in a survey of the staff in the schools in the Spring of 1980.

The program was approximately 30 hours long and ran for approximately 8 weeks. The first 4 weeks were designed to look at the problems of developing a curriculum in gifted and talented, and the second 3-4 week segment was split between two consultants, one dealing with reading curricula and the other dealing with math or math and science curricula for gifted and talented. Each session was approximately one hour and forty minutes long and held directly after school at the Boyslton Elementary School.

In discussing the question of the timing of the workshops with the convener he said; "In looking back, I might have done the initial four weeks the same way, and expanded the second portion since people

seemed to get a great deal out of this section." There were three consultants involved in the project, as was mentioned above the first was Mr. Tony Deceaser of the Oxford Public Schools who had designed and was implementing a similar program in that school system. He conducted the first four sessions and presented his information to the entire group. After the fourth session, two additional consultants were hired and the workshop was split in half, approximately 50% of the participants going to hear the reading specialist, Diana Reeves from Medfield, and the other half going to hear Jacqueline Flynn discuss gifted and talented programs in the science and math curricula areas. Jacqueline was a consultant who was brought to the workshops from the Worcester Public School system. Interestingly, at the end of the program one of the consultants, Diana Otis Reeves, returned for a follow-up session, this the convener felt, did a great deal to reinforce and heighten the probability of people using the program that she conducted in reading. The return visit individualized the focus of the workshops that Diana conducted and also focused on enrichment of curricula for certain students in the classes. Other than the return visit there were no extraordinary sessions, and the total workshop experience stretched over, as was stated above, an eight week period, and was conducted in seven or eight sessions.

Tony Deseaser, the consultant from Oxford, focused on creating an overview and theoretical basis for gifted and talented programs in his first session. The second session, he dealt with the problem of screening students and identifying gifted and talented students. In the third and fourth sessions he dealt with some of the political and administrative problems associated with implementing a gifted and talented program in a district. He also dealt with the issue of locating community services and support networks for such a program. In the last three sessions of the second half, the consultants focused on particular

problems of creating and developing enrichment focused curricula for gifted and talented and students in the reading and math/science areas.

In examining the strengths and weaknesses of the individual consultants, the convener stated that the consultant who presented the first four sessions had a good presentation style, but was very attached to his own perspective and program in his district. He faulted the consultant for relying most often on lecture type presentation style and limiting discussions. He stated that this occurred more because of the defensive attitudes that the consultant evidenced to some of the questions that were raised by some of the participants early in his sessions. The convener indicated that there was some danger in bringing in a person who was in the midst of putting together one of these programs, because first they were very committed to their own program in a different setting, and secondly because they were not sufficiently distanced from to be objective and look at the pros and cons of such an approach.

The two consultants that presented the second half of the workshops were looked at jointly. The convener felt that they had a lot of positive things going for them. They were very familiar with schools as settings, they were very flexible and knowledgeable in their own fields and appeared comfortable in what they were doing. Their level of expertise was softed by their approachability and understanding. He felt that the discussions were at a much higher level and, "teachers really liked their practical orientation." When asked what could have been improved in these consultants, the convener said, "not much."

In further examining the consultants of the second half of the workshop and discussing them separately, the convener indicated that the teachers really liked the resources, materials, and books that the consultants brought to these sessions. He said that one had a tremendous

amount of materials and she brought them in, physically. They were not bibliographies, but she brought the books themselves and had the resources on hand. On the other hand, the other consultant, the one in charge of the reading program, had several excellent resource lists and presented several outstanding AV shows. It was the conveners opinion that the strengths of the two curriculum consultants at the end of the program made the evaluations of the participants much more positive than if they had evaluated the program only on the basis of the first four workshops. Interestingly, when asked where the convener found the consultants, he stated that several came to him through word of mouth from other people, but that Tony Deceaser was recommended to him by the Regional CII Coordinator. While he felt that Tony was probably doing an effective job in his own district, he felt that he was too defensive around his own program to be useful as a consultant and teacher of teachers.

What the convener found very constructive in the program is the amount of hands-on experiences that were brought by the curriculum development consultants. He felt that staff development and learning would have been greatly inhanced in the program if materials could have been presented to the teachers in advance and they could have had them on hand for discussions. Furthermore, he felt that more prior planning was needed to improve the workshops, and that it would have been better had there been more feedback and sharing in the first half of the program.

5. Workshop Impact and Knowledge Use

The conversations with the convener indicated that he felt there was not at present a great deal of evidence of the impact of the 1980 workshops. If we look at the workshops as a two-part experience, it was obvious that the first section of the workshops presented a good deal of theory and some of the political issues that surround implementing

a gifted and talented program. The second half of the workshop focused on practical applications and issues of curriculum development for gifted and talented. The convener felt that there was a good deal of theory presented in the first half of the program, and a great deal of product information in the second half, that is activities, resources, etc. But the major questions for the participants were, how do I make this happen and what can I use. Both the consultants for the second half, and the individual consultant for the first half were interested in problems of implementation, but the convener felt that those in the second half of the workshops were more practical and practitioner oriented. In looking at the impact, he felt that it was possible to detect immediate application of several of the activities and devices--techniques--introduced by the reading and math/science consultants, but that the first half of the program dealt with such broad issues and theory that it became more difficult to trace its impact and useage. When asked to assess what type of impact he felt was the greatest, the convener suggested that there was a greater awareness on the part of teachers who took the course, and the parents especially, and the biggest change that could be seen was in attitudes, not behaviors.

6. Looking For Evidence of Knowledge Use

Due to the method and format of the interview, it was very difficult to gain impressions and information about the convener's attitudes toward measuring the impact of knowledge and the problem of knowledge use in a public schools system. Through conversations, however, he did suggest that the two methodologies that might prove most useful in the broadest sense and have the widest application were classroom observations and intensive discussions with workshop participants and teachers after both the workshops and the classes. He did reinforce the idea that it

is probably easiest to measure impact during and immediately after the workshop experience, but that follow-up studies would be useful, depending on the type of workshop involved.

7. Incidental Findings

Incidental findings in this project basically fall into three categories: 1) relationships with the CII; 2) various areas of inservice programs and their strengths and weaknesses; and 3) some reflections on problems on professional development for educators.

In looking at the role of the CII, the convener felt that firstly he was introduced to the Institute through an administrator, and had not been aware of the Institute prior to the special education director making him aware of the program and its possibilities as a source of funding. He did praise the role of the area coordinator in helping him write the proposal and obtain funding, although he felt that the recommendation of the coordinator for the consultants, Mr. Tony Deceaser, was not a good one. Further he commented, "It would be nice to have some information on the consultants, something you could check out, this is sometimes very hard to find."

In looking at the relationship between college/univeristy courses, inservice programs, and district curriculum days, the convener felt that the programs offered by colleges and univesities vary in their quality, that Worcester State College, the local serving facility had strong elementary and reading area program, and a good consultant and resource in a Dr. Johnson, for gifted and talented programs. However, in looking at the courses offerings in general, he sited two major needs for these types of experiences: 1) the need for more courses with greater relevance to the practice of education, and 2) more courses in the area of classroom management with a practical focus.

In looking at district inservice programs, or what we will refer to as curriculum days, he felt that there was a mixed record, that some are good and some are bad, but that teachers must have a choice of what they want to take in these days for the inservice program to be successful.

Lastly, looking at the CIO approach, he felt that it did incorporate both choice and participation which led to higher impact, but that it needed to give better safety and guarantees to the quality of consultants and needed more resource people to help conveners develop programs. As he said, "you could have the best ideas and the best intentions, but if you don't know how to bring them together, it can fall through, and if you make the wrong choice in a consultant, it can be a disaster."

In looking at the question of professional education for teachers, the convener suggested that most teachers perfer a mixed presentation style, that some lectures are appreciated in the proper proportion, but that most people would like hands-on experiences and interactive learning styles. Teachers are "not passive learners." One problem that he felt was a primary issue in staff development currently, was the impact of 2 1/2 and the changing priorities in education. As the convener said, "we're inserviced out, presently, we've got money for a writing skills replication and dissemination program and we're really not big on doing it." When asked to site the area of greatest need for professional development and growth, he felt it was in the are of computer education, however, he indicated that the research in this area was still ongoing and because of changes in the technology and changes in the demand in this area, the curriculum were not in a form that was ready to be presented to teachers in order to match up with the hardware and to promote their professional development. He felt that at present the private sector was more capable

of doing this and that as schools brought computers on line there should be a capacity to help teachers to look to this new technology for improved curriculum and instruction.

Project 453 St. Michael's School, Swansea, Massachusetts
Improving Writing Skills

1. Background and Introduction

This project, Improving Writing Skills, was designed to "give teachers and students opportunities to develop their writing skills and to establish a writing resource center, within the school". As one of the follow-up sites selected from the first phase of the knowledge use study, this project, from the outset, evidenced certain distinctive differences in interaction and other factors between the faculty the convener and the interviewer. Both the format of the interviews, which were conducted mostly in groups, and the settings (over lunch at a restaurant, after some group discussions with faculty, over drinks) established a tone of tremendous openness and relaxation in the interactions--there was genuine concern on the part of the faculty. The total hours spent at this site probably exceeded those spent at other sites in that the interactions with the staff and the conversations involving all of the workshop participants ranged over a nine-hour period.

These interactions were evidence of the unique atmosphere, climate, culture, if you will, that pervaded the setting; and it was only after the interviews were conducted that it was revealed that this site was the location of the project which scored the highest predicted and observed impact in the phase I, data collection analysis. The range of interactons went from simple questioning of the participants, all of whom were interviewed, to consultation and a prescription of activities and behaviors for a couple of the teachers, who were currently experiencing difficulty in dealing with their classes this year, as a result of a reorganization.

2. Community, District, and School Characteristics

Swansea is a small community in southeastern Massachusetts, near the coast, located between Providence (Rhode Island) and Fall River. The town itself is divided more or less between north and south by Route 6. The northern half comprises the center of the town and the more residential and higher socioeconomic area, it also contains most of the schools in the district. The southern half of the town contains most of the companies, business, fishing areas, etc, and is of a lower socioeconomic level. The St. Michael's School is a former Roman Catholic parochial school that has been leased from the church by the town of Swansea, to be used by the students in that particular area. The faculty members at St. Michael's school refer to their students as the poorest and the best, which is probably an indication of some of their own feelings regarding their school and the community. The community which is served by St. Michael's, which is now a K through 5 school, housing approximately 200 students, is referred to by faculty and townspeople as "the grove." Due to declining student enrollments and some reorganization, the St. Michael's school, which has been leased from the church for the past five years, has been experiencing rapid decline in enrollment and size. The school was (in 1978-79) serving approximately 450 students, in 1979-80, it served 237 students; and in 1980-81, it was serving less than 200 students, as it is now.

The atmosphere at the school was rather unique, and the attitude of the interviewees toward the administration was extremely close and very supportive. The principal of the school was described as a former assistant superintendent (and the highest paid person in the district next to the superintendent) who desired to go back to a school site in order to develop a staff and work on school-site administration. He has a small staff of approximately 16 faculty, and the stories and episodes related by the interviewees

reflect a high level of caring, support and general warmth. One such story went that the principal's birthday featured a surprise party for the principal; on teacher's day, the principal came in dressed in a tuxedo, gave each of the teachers appropriate gifts, and relieved them of all extra duties for the day (he, himself taking on the necessary duties). The other administrative styles in the district are characterized much differently--far less supportive, far less knowledgeable, and showing a very strong tendency to be identified as "us", versus "them". It was very clear when talking about other principals at other schools, and even the superintendent, that this was the case.

The school building itself is rather small, located on a very narrow parcel of property, at the junction of three roads--an irregular shaped lot. The classrooms are very high-ceilinged, the building is old. Conversations with the custodial staff also added to the sense of history or saga of the St. Michael's setting. Observations in the classrooms indicated that there was a high level of activity; student work was displayed almost everywhere. The community, being small, had many interactions with the school, especially the people of "the grove", and there was obvious evidence of both faculty and administration from St. Michael's attempting to reach out and extend their interactions with people in the surrounding community.

3. Origins of the Workshop Idea

In conversations with the convener, which occurred for the most part in groups, or informally, it was ascertained that the workshop idea was generated from her (the convener's) attendance at a management meeting for competency testing. As she was participating in that meeting, she said, "My involvement in the competency testing resulted in the idea for the Commonwealth inservice workshop. Other people were notified, in a style which was

typical of the school's climate or culture, through informal conversations and recruitment on the part of the convener; as one participant said: "We learned about the workshop idea in informal conversations at lunch. Most things here are done over lunch." While the principal was a participant in the workshop, but did not participate in the follow-up interviews, all people indicated very strongly that there was no pressure whatsoever, on the part of the administration, to have them become involved in the workshop idea. In fact, participants indicated that the peer pressure and the competitive or supportive nature of the interactions between fellow teachers and the principal, as a leader of the teachers, was far more compelling than anything they could think of, and that they would tend to do things for each other, because that's the way it was done at St. Michael's.

There were other factors which brought the participants together. Many of them had known of the proposed presenter, or consultant, Dr. Ray Harper, from their experiences at Bridgewater State College. The convener had had Dr. for a course in 1974, as had many others in 1975 and 1976. This prior experience with and knowledge of the proposed presenter was a strong incentive for many of the teachers, who remembered their experiences with Dr. Harper, and characterized them as being extremely informative, positive, and helpful, in their own preparation. Other incentives cited by the interviewees were their desires to improve student skills in writing the the opportunity to work together with each other, which, in St. Michael's, is a strong incentive. It was indicated that there were no inservice credits or increments offered with this course, despite the fact that it did take place over a period of time and there were precedents in the district for getting credited for such a course.

4. Workshop Characteristics

The "Improving Writing Skills Workshop" was conducted over an eight week period, with 12 to 15 sessions, occurring approximately twice weekly, at about two hours per week, or an hour-and-a-half per session. These sessions were supplemented by individual sessions between the consultant and the individual teachers, both outside and inside their classroom(s). As was noted in the Cambridge case, this proved to be, for the participants, a very important and very significant addition - the fact that the consultant came into their classes and worked with them, while their classes were in session. For the most part, aside from the individual sessions, all sessions occurred during the school week, immediately after school, and the consultant came to the school site for the sessions. There were nine teachers and two administrators involved, although one of the administrators would participate only occasionally. Participants felt that they could have had more time, and they were anxious to do more with the program, as soon as "things settled down in terms of our assignments and our class sizes." When asked whether the administration's presence was a plus or minus, the participants indicated that this presence was a definite plus, enabling the administrator(s) to develop an understanding of the program and its goals and therefore act supportively with them in implementing the program.

A great deal of the discussions during the interview centered around the personality and capabilities of the consultant, Dr. Ray Harper, of Bridgewater State College. As had been mentioned earlier, Dr. Harper was known to many of the faculty at the school through their attendance at Bridgewater State, and through their participation in his courses between 1974 and 1979. Although Dr. Harper was not known to all of the members and participants in the workshop, his relationship with many of them had set the stage for the workshop experience and their expectations. Due

to the fact that this workshop was so successful, and because of its characteristics, both to the participants and the consultant, it might be helpful to spend some time looking at the observations and comments of the participants regarding the behavior of the consultant and the content of the course itself.

One participant, when asked to disucss the consultant's positive characteristics said, that he was "tactful and had a way of using positive reinforcement and encouragement with faculty members that heightened their interest and participation." Furthermore she said, "he knew what teaching was like and would come into our rooms, in fact, he would teach the lesson first with our own students."

Another participant said that the consultant, Dr. Harper, was very enthusiastic, he behaved as an associate rather than a superior and shared information. He learned from and taught teachers, "We were learning together, he learned about our students and our classes and we learned about his techniques. Yet a third participant said, when considering the consultant's positive traits, that he was enthusiastic and a colleague. He was humanistic, he felt that the individual was very worthwhile, he was certainly nonthreatening, and he gave you the sense that he believed in it. They concluded by saying, he "appreciated the classroom as a workplace." Additional disucssion revealed that the participants felt that he knew so many of the people in the workshop personally from his classes, that he was able to behave in a very nonthreatening way, as a colleague. He would come into their classes at anytime, and in fact was encouraged to do so, and encouraged them to invite him. He was "practical, if you wanted to talk theory, it was there, but otherwise he preferred to focus on practical applications."

One participant confessed that he had come to the program with negative expectations. All of his former dealings with consultants had led him to believe that the experiences were not worthwhile, and he indicated, "I had never had a consultant like this one before, I was changed and impressed by it in the end. He filled me with the attitude that writing can be fun, that my students as well as I could enjoy it. Furthermore, he made us believe that every student had capacity to succeed in the program, he gave us practical and useable information, he was a resources base, a friend, and a colleague." Another participant indicated that the workshop was one of the best academic experiences they had ever had. They further indicated that most of the learnings were conducted not in a group, but on a one-to-one basis in their own classrooms.

In examining the content of the workshops, both in the group and the individual sessions, participants focused on two features; one were attitudes that they acquired toward the students, and the second was on products or materials. One respondent indicated that their attitudes towards students and the use of positive reinforcement and support had changed as a result of their interaction with the consultant. Furthermore, they indicated that the lessons were very focused and practical, and considered to be "a good tool, to have to go to when needed." Another participant praised the value of the materials as being very useable, and felt that the program, although structured, was flexible and readily adaptable to their classrooms. Other aspects of the content dealt with the use of the program by the consultant and his insistance on pursuing the program in a consistent and daily manner. One respondent felt that this was the only weakness of the program, and that they, they being the teachers, did not have the time to work on the project in their classes everyday, and it proved to be "too much for us and the kids and we both began to

loose some interest." This was the only negative comment which was collected throughout all of the interviews. In general, no one else felt that there was anything negative about the program.

The content of the program was highly practical, as was said before, and had a very academic focus. It focused on teacher attitudes, activities, and results. And one of the strong points of the program was that it did generate hard copy. Students were encouraged to write letters and responses were duplicated and circulated, and they learned that words meant something, and that writing could do something. This was sighted by many of the teachers as a very strong point in the program.

5. Knowledge Use and Workshop Impact

Conversations with the participants in the Improving Writing Skills Workshop, indicated a vary degree of utilization of information gained from the workshop. They indicated that there were two types of information which they received; one were processes and attitudes, and the second was products, activities, and materials. Almost all of the fellow study participants indicated that their practice had in some way been effected and changed by their experience in the workshop. Only a few indicated that they were still using the program in its entirety in their classes, however, they were also reporting very high success with the program. Other respondents indicated that they were using the program to varying degrees, and some responded that they were not using the program anymore, but that they had acquired new perspectives and attitudes toward teaching in their classrooms which they were using in an ongoing manner. All respndents indicated that their attitudes towards the students, and certain mechanisms used in their interactions with students were being used, in an ongoing way. By and large, when looking at the reasons for this difference among the faculty, the respondents indicated that it was

largely due to changes in the situation, either being assigned to new classes, or having different student groups than they had in the past, where when the developed the program with one student group, that had high success, but they felt that they would not achieve the same effect or results with their current group of students.

This bit of evidence may give some key to the importance of the situation and the changing nature of classes and student populations as they influence needs and applicability of knowledge and information gained over time.

In looking at the phenomenon of knowledge acquisition and knowledge use, many of the people indicated, especially those that had had the consultant as a professor at the college, that much of the process information that they had gained was a review for them, but it was a refreshing review in that it was coupled with the reality of their classrooms and given a practical setting. But the further indicated that the new information, the technology--the activities--were the things that they tended to use immediately, and the things that tended to precipitate and couple with their attitudes and then change their practice over time. It is important to note in this particular case, the relationship between faculty members themselves which has created a peer support unit or network that encourages people to use and communicate, and share their successes and their problems with each other. Though people indicated that there was a lot of one-to-one interaction with the consultant, the long-term interaction with this professional culture generated at the school probably had some influence in shaping the adoption and adaptation of attitudes that were acquired in the workshop. As had been indicated above, there was varying use of the program at the time of the follow-up study, but there was almost universal acknowledgement of changed attitudes or the use of certain attitudes in

teachers' interaction with students, which they identified as being generated or coming from this workshop experience. Furthermore, it should be noted that all participants indicated that in their use of the program there was some adaptation and modification to fit their classes over the period that they did use the program. Even the faculty members who indicated current use of the program, sighted the fact that they had modified and used some of the features. Others indicated that there was a spill-over effect, that the attitudes and some of the activities transmitted in the workshops were being used in other curricula and for other purposes, and that the impact had a wider effect than on just the teaching of writing. This they indicated was much more true of the process or affect portion of their information versus the activities and technology.

6. Looking For Evidence of Knowledge Use

In general, participants were quite helpful in considering the problem of developing a methodology to detect evidence of knowledge use. They suggested, among other things, that one should examine the way in which materials are adapted or modified in the classroom, how they are used, and when they are used. They furthermore suggested that observational techniques would be the most effective in this regard. Others indicated that group discussions of faculty members would help generate some of the information as they shared and reinforced each others' knowledge of an area, they would become better co-investigators as it were of the phenomenon.

The question of examining knowledge use generated one bit of agreement among all of the respondents, and that was that the methodology would be highly personality dependent. It would depend on the personalities of the teacher being observed, of the investigator, and also depending on the values of the school environment. Several indicated that it is very possible in observation to detect a false situation in the short-run and that they were all capable of putting on "a show, or an act for

an observer over a short period of time." As one person noted; "People, especially teachers, are afraid of accountability." Lastly, the respondents indicated that whatever methodology is employed should be more open-ended and flexible so that one could gather as much data as possible, and not exclude something because of some conceptual or methodological bias.

7. Incidental Findings

There are several features of this project and this setting that are quite interesting for the study. Among incidental findings, it became obvious that once a person is successful in developing a proposal writing capacity, such as with the Commonwealth Inservice Institute, that they become relied upon by both other faculty members and administrators to generate more proposals or are looked toward if there are going to be any proposals to be written. Furthermore, this indicates that in terms of acknowledgement and recognition for a person's role as a proposal writer or someone who is an inovator, that the work setting is very important, and the values of the people in that setting. It was noted in this particular case that the convener was recognized for her role of bring new ideas and generating new ideas, and writing proposals was supported by the administration and was recognized by other faculty members as doing this and doing it well.

This project also indicated that in some cases the relationship between a district and a school can be mitigated or mediated to a great extent by the role of the principal and the leadership. It was clear that this faculty and this administration had a very cooperative and reinforcing style. That the faculty grew in knowledge, the role of and importance of their administration, and that the administrator likewise appreciated and acknowledge the value and expertise of his faculty. This particular project indicates when there is a strong relationship between administrative

style, professional ethos, or value system and school characteristics, that these things can all be brought together to create an extremely supportive environment for knowledge use.

So that the three factors therefore are, leadership style, professional culture or value system, and the school climate itself in an interactive relationship.

When respondents were asked to reflect on their own styles as learners and teachers it became obvious that they shared many things about their learning style and attitudes towards students, though their teaching style varied greatly, depending upon what they called "the generalability level of the students within their class." Several suggested that the teaching style was situation bound, but learning style tended to be more bound to the individual and to a relationship with other peers or other professionals, as well as experiences gained in workshops or in the college setting.

In examining the types of inservice available it was clear that the faculty at this school preferred a staff initiated--or teacher initiated program--to one initiated by administrators other than their own.

In looking at the three types of inservice experience, district, curriculum days, Commonwealth Inservice or teacher initiated, and university courses. The participants at this school clearly indicated that their preference as was said above, teacher initiated programs, that they did not get much out of district curriculum days or inservice days, that they were generally an insult to their intelligence, that they were often told instead of asked what to do, and that they were not valued as professionals or experts within their own field. As one teacher put it, "I would never teach or deal with my students the way the central office deals with the teachers in this system.

In looking at the university setting, respondents felt that there were some very good people, but that the advantage of having an inservice at the school was obvious, and that the time and place is much more convenience than traveling fifteen or thiry miles to an institution of higher education, furthermore they indicated that often, though not always, the types of information offered in a college or university setting tended to be more theoretical and less practical. In general, because of their experiences with the consultant in this case, and another project which the convener had put together, they were very positive and felt that the inservice experience was the most appropriate for professional education.

The unique interaction of personalities, staff values, administrative leadership style, school size, and relationships between the faculty as a unit and the consultant both prior to the workshop and during the workshop are important features in understanding the value of this inservice project. Especially important is the focus that the consultant took on the point of practice, and on making the information offered as applicable and as situation relevant as he did.

Project 454: Ocean View Public Schools
Art Therapy For Special Needs Students

1. Background and Introduction

The Ocean View inservice program was a twelve week course for art and special needs teachers intended to help them understand and use art therapy to develop motor skills and social competence in special education students. It also was designed to modify and combine the art and special education programs of the school system in order to improve services to special education/special needs students.

This workshop originated among several teachers and several universities/colleges in the Ocean View area. A course similar to the eventual inservice institute had been announced at a nearby state university. Three art teachers from the Ocean View system signed up, but it was cancelled due to low enrollment. These teachers were unwilling to be be thus frustrated and approached the Director/Coordinator of Art in the district and asked him to apply for a Commonwealth Inservice Institute grant to offer the course in-house. He did this, and "Art Therapy for Special Needs Students" was the result.

2. Community Background and Characteristics

Ocean View is a large urban area located in southeastern Massachusetts, with a large and mixed ethnic population and a pervasive industrial/commercial atmosphere. The Ocean View school system, as of 1981, served 15,000+ students in over 22 elementary schools, three junior high schools, and a large central high school with over 3,000 students. The biggest single ethnic minority is Portuguese, there is also a large black population.

As in too many urban areas, the Ocean View school system is administratively complex and somewhat politicized. There is a noticeable distance between teachers and administrators which is more pronounced than that

between teachers and administrators in many non-urban settings. The district has a new Superintendent who was formerly Deputy Superintendent. While our respondents report improvement, they still sense suspicion and antagonism between the central office and rank-and-file staff.

The staff members involved in this project were mostly art teachers with responsibilities in several schools, visiting them on a rotating schedule. Due to Proposition 2 1/2, they were feeling a bit over-worked. All participants mentioned the existence of definite "atmospheres" or "climates" which make individual schools very different from each other. When asked to identify the sources of these climates, many pointed to the nature of the student population and to the attitudes and personality of the school's top administrator.

3. Origins of the Workshop Idea

This inservice institute resulted from the recruitment efforts of a local university for a couse in art therapy for special needs students. After the course was cancelled due to under=enrollment, three potential participants from Ocean View turned to the school system's Director of Art, who was known to be innovative and a strong promoter of courses and workshops for his staff members. The Director wrote a proposal, subsequently funded, to offer the course. While planning and writing the course, this administrator also discovered a very competent consultant, one Barbara Martin of Hope Junior College, located approximately 40 miles north of Ocean View. Aware that his teachers were also interested in receiving academic course credit for participating in the workshop, the Director managed to get the College to attach three credits to it, at the cost of a $25 per person processing fee. The Director advertised the potential course, and as part of the CII proposal-writing process obtained the signatures of approximately twelve art and six special needs teachers as likely participants.

Interviewees, all of whom were from the Art Department, indicated that no pressure was brought to bear to sign up. The agreed that the institute was the product of individual teachers' interests channelled through the talents of a district administrator able to produce funds and coordinate the presentation of an inservice program. Several said that their participantion in the course was mainly out of interest in the topic arising from problems they were encountering dealing with mainstreamed special needs students in their art classes. Others indicated that they had need for inservice credits to qualify for salary increments, and that their attendance originally was to receive these credits. They praised the Director for his ability to get the College to offer three credits. For some, the opportunity ot earn these credits was a very important incentive for their participation in the workshop. Many of the participants indicated that they felt that the CII-sponsored workshop was probably much better and much more useful than the course offered at the local university would have been. They credited the sensitivity and talents of the Director of Art, and the consultant he hired, for these outcomes.

Participants noted that the timing of workshop sessions 3:00-6:00 p.m., on either Monday or Tuesday, right after school--and the location selected--central administration headquarters, in the old high school--were both very attractice to enrollees. Of the five people interviewed, two indicated that they wanted a second workshop going into greater depth in the areas of special needs, and art therapy, and creative therapy. However, they expressed satisfaction with the first course, including the amount of time allotted for the material covered.

When asked to comment about the $25 fee, respondents indicated that it seemed most reasonable, considering the usual cost of college credits

these days, and the fact that the course was so relevant and convenient to attend. As one person put it, "I'd do it again if I had the opportunity, it was really a very useful experience."

The interviewees were asked their opinions about the size of the workshop. They indicated that it was a very comfortable group, fluctuating between fifteen and eighteen. Initially they--all art teachers--did not mix with the special needs teachers, but during the course they got to know more about special needs people and their probelsm. Through these social contacts they began to understand the difficulties of special needs students in the arts.

This project illustrates an interesting dynamic relationship between teachers' interests and the activities of a pertinacious local administrator that brought about a configuration of resources that enabled the teachers to satisfy their curiosity. The Director of Art viewed himself as a facilitator for his teachers' development, and the participants who were interviewed strongly agreed with that perception. This district administrator was significantly different from most, they felt; his knowledge of his field and his talents at bringing resources together were near-ledgendary in the district. They felt that they had greatly profited from his talents in this particular project, but this particular accomplishment was not unique for him.

The Commonwealth Inservice Institute tends to rely strongly on teacher initiation. In this case, teachers initiated the project, but then an administrator obtained the grant and assembled the resources, including the consultant and college credit, which gave this inservice experience high levels of appear and satisfaction for participants.

4. Characteristics of the Workshop

As noted earlier, there were twelve sessions of the workshop, each lasting two and a half to three hours, conducted at the central offices of the school system by the principal, consultant. There were no extraordinary sessions; the workshop was held on Mondays or Tuesdays after school. Three guest speakers handled one meeting each, leaving nine for the main consultant. Looking at the style of presentation, respondents reported extensive use of AV materials and lots of previously-prepared handouts. Some indicated that initial sessions relied too much on handouts and lecture, but these were used as a way of introducing or setting up an atmosphere for the workshop, and that the problem disappeared after the second session. In general, the format involved mixed use of audio/visual materials, case studies, lectures, handouts, homework, and the experiences of the participants, all brought together smoothly. Participants indicated that this teaching style effectively matched their learning preferences. "Theory" appeared in the presentations, but well-blended with practice and grounded in the real-life situations of both the consultant and the participants. This connecting of theory and practice occurred most often through the use of individual case studies, or through discussions of episodes from participants' own experience.

Participants listed the consultant's positive traits as receptivity to their ideas, refusal to talk down to them, and good knowledge of her subject matter. As one said, "There was a great deal of give and take, and she drew from her experiences in hospitals and in special schools." Participants tended to like her manner, felt that she was practical and grounded in what she did, and that she was very sympathetic and empathetic about their situations in the schools. Others stated that she came across

as very witty, had a friendly manner, believed in hands-on experience, and was good at accepting teachers' ideas, even though they came from varied backgrounds. One person commented, "I was looking for someone to tell me something I didn't already know, but she showed me how complex what I was looking for really was. I liked her multi-activity focus and the way she brought it all together." In general, participants praised the instructor's hands-on approach, her varied presentation style, her sympathetic manner, and her knowledgeability.

Interviewees were hard pressed to find negative characteristics and deficiencies in the consultant. They mentioned her over-use of and dependency on notes at the beginning of the course, and an uneasy sense during the first few sessions of "this young person teaching us teachers." Another stated, "I was looking for more analysis, and even more than that, I believe she didn't go far enough in some things, and I'm not sure if that was me or her, but I wanted more." Though some viewed her as a sympathetic outsider, they felt that she was an outsider nonetheless, and that part of the process of the workshop was educating the consultant. As one person put it, "I don't believe she had a really clear idea of who we were, and what we were up against in a public urban school. She was a little uptight, and showed that at times. I might say it was a little bit of 'inexperience'."

Lastly, one person indicated that though there was a plethora of handouts and information and resources, which they considered extremely good, they wished there had been some sort of text or other document that tied it all together. This may have reflected this person's personal learning style more than a deficiency of the consultant. However, few other people also mentioned that they wished that they had some sort of central document to take away from the experience.

5. Knowledge Acquisition and Workshop Impact

In looking at what the workshop accomplished in terms of information dispersal and impact on people's practice, there were mixed reviews. With respect to information, most participants agreed that the workshop contained more reinforcement and review than new data, although it stimulated their interest and provoked new insights. One person said, "We deal with many of these theories and things on a regular basis, so for me it was more review and reinforcement." However, many of the art teachers felt that a great deal of the information appeared to be new to the special education teachers, whereas only some of it was new to them.

However, one teacher insisted that participants did learn a great deal of new information, that they got a lot out of it, and that it did have an impact on their practice. This respondent explained that fellow participants tend to use what is practical, and becuase the presentation and the information in it were practial, much of the material would be used; had more theory and more conceptualizing been presented, and fewer practical applications, they would not be doing things differently today. Another participant indicated that during the workshop they used some of the suggested activities in their classrooms, especially ones that were specific-outcome focused, but at the time of the interviews they were not doing so.

Most interviewees felt that the attitude of the consultant was the main initial stimulus for new attitudes among participants. As activities and skills were employed in the classroom, these attitudes were positively reinforced, if they worked, or negatively, if they did not. This phenomenon is, perhaps, a common one in inservice programs.

In summary, then, we find that participants varied in their perception

of how much new information was presented. They felt special needs teachers got more new material than they did as art teachers, because of the overall focus. Nonetheless, they did acquire new information, especially new activities and skills. We begin to glimpse here some factors that affect knowledge application and adaptation in the eyes of these teachers. Activities and practically-oriented information is very important, for first-time trial in the classroom. However, attitudinal factors must both accompany and result from the trail process, and can be highly influential in determining the outcome of knowledge transfer. Participants indicated that long-lived influences on attitudes, in their estimation, come from three sources; 1) their own needs; 2) their experiences using the various practical activities and techniques presented in the workshop; and 3) the demeanor and attitude of the consultant or disseminator.

Overall, participants reported a mixed impact for the course. Some people indicated that they are still using specific techniques and activities acquired from the workshops, but many others felt they are not directly applying them. However, all reported some changes in attitudes or perspectives as a result of the workshop, and that this represents the major impact of the experience on them. It influences the activities and approaches that they take to specific problems, and to special needs students in art courses.

6. Looking for Evidence of Knowledge Use

Conversations on this subject focused on two topics: 1) when should such investigatory activities and techniques be used, and 2) what would be the best way of going about discovering or uncovering the process of knowledge use? On the first question, there is near-consensus that the highest incidence of use of new techniques, activities, and skills occurred while the workshop was ongoing. During the workshop, things were tried

out in the classroom and it would have been easy then to identify them as associated with the workshop experience. They also differentiated between content and process, suggesting that content-focused information such as activities are easier to detect than outcomes that are essentially attitudes and behaviors, or are more complex. However, they believed that both sorts would be more detectable while the workshop experience was ongoing, and that in the long run new attitudes and adapted techniques would be the main evidence of observable new information.

Regarding the problem of how to observe new information in use, responses were more mixed. People felt that classroom observations are all right, and would yield some information, but that their validity would depend on the security and the level of comfort experienced by the teacher being observed. Another suggestion was to look at lesson plans over the years and see if you could use them to determine how teachers had changed, especially during and after a workshop.

Other respondents indicated that they would prefer to have casual chats or a debriefing session with an observer, over time. The observer could be around and watch, but that there should be no strict schema of data collection. It would be better for him/her to observe informally and let the teacher decode or interpret behavior later. They further indicated that random observations for short periods of time would not be highly effective and that this procedure might provoke acts or shows by the teacher. As one teacher said, "I can psych myself up to anything for a short period of time."

On the other hand, several individuals indicated that the usefulness of observational tecyniques in a classroom would probably be very dependent on how observations are made and used by supervisors and other administrators

in the district. As one person said, "In a district where observations are abused, becoming evaluations and opportunities for 'terrorizing teachers', such technqiues would be very disfunctional." However, if observations are conducted in a professional manner, they could produce useful research knowledge.

In general, the interviewees emphasized that whatever methods are used, they will have to vary according to the personalities of the people being observed, and that they should be relatively standard once adopted, becuase otherwise people will become nervous. They expressed a preference for conversational debriefings and for the analysis of secondary evidence deriving therefrom. There was little mention made of evaluating student performance, becuase the teachers felt that this might be: 1) risky and 2) the result of many other factors that have nothing to do with the teacher or the workshop.

7. Unanticipated Topics

This particular project features an able, innovative, and energetic administrator who planned the entire workshop and selected a successful consultant. The Commonwealth Inservice Institute itself played only a small role in organizing the program.

Participants in this workshop feel that they have a uniquely capable administrator in their departments, who puts together for them inservice programs that are based on their input, that require them to act independently, and that they find extremely helpful. They characterize these training experiences as very different from other departments' "curriculum days", required by contract for teachers in the city. One person referred to these programs as "the puts", concerning which other teachers have neither input nor choice, are generally told what to do, and are treated in a manner

suggesting a high level of mistrust. The quality of inservice training in the district thus seems very dependent on the personalities and attitudes of the administrators involved, and the procedures they use to put programs together.

In comparing college and university courses with this workshop experience, the teachers agreed that professional development opportunities in education tend to have a strong academic or university-based bias which they feel is irrelevant to a lot of practice, especially since many are best acquired through short training experiences. Many university and college courses are geared to a semester schedule; points are thus belabored and repeated in them, which "turns off the participants." In general, participants felt that bringing people into the district, and having a capable and discerning administrator to coordinatore the effort yield a very positive professional development experience.

On participant observed that teachers tend to have more control when the instructor comes into your district, and that you feel more at the mercy of the profession when you go to the college. Several participants agreed that they feel more comfortable educating the consultant when he/she comes into the school. The district, especially the art department, has a long history of working with outsiders, in connection with teacher placements and staff members are not intimidated when people come into their schools. However, in college and university workshops, they feel that 1) much of the instruction is repetitive and very pedantic, 2) a great deal of it is impractical and too theoretical, and 3) they are powerless or intimidated about bringing their own experiences and practical knowledge to bear in that setting. There was a sense that your own classroom experiences could be validly introduced conducted on-side, where as these things were more liable to be categorized as "was stories" in other locations.

Most, therefore, saw a much higher potential in CII-type workshops because 1) teachers can exert a high level of pwoer and influence and 2) the content of the program can be more clearly focused. A third advantage probably would have been the convenience of time, place, and manner in which people can participate, but these topics were not discussed in the group interviews.

In looking at these evaluative statements, it should be kept in mind that the qualities of the participants and the extraordinary capabilities of the administrator had a great deal to do with the success of the project. There was what might be called a sub-climate or a sub-culture in the Art Department of this district, that vigorously encouraged professional development. We have little data on the rest of the district and cannot validly contrast it with the art segment. Certainly, however, the personality of the coordinator and the initial attitude of the participants, though they worked in different schools, gave them an identity as a sub-group and helped make the workshop an especially meaningful experience for all involved.

Project 457: The Alberts School, Robbin, Massachusetts
Improving Teachers' Instructional Capabilities in Basic Skills

1. Background and Introduction

This project was one of the first examined in the follow-up to the Inservice Study's first phase. Consequently many of the ideas, insights and notions which underlie later follow-up studies were just being developed or were "discovered" in interviews with the participants of this project. The Inservice on Improving Teachers' Instructional Capabilities in the Basic Skills was actually an inservice on staff communication and morale. Project proposal indicated:

> Through the development of teacher skills in effective communication and interpersonal skill in a school setting, strategies will be developed for motivating...students and improving basic skills instruction.

The project was conducted in the fall of 1980 and involved "20 teachers, specialists, aids, and administrators, and several consultants." The interviews for this case study were held in late November, almost a full year after the conclusion of the inservice workshops.

2. Community and School Characteristics

The Alberts School is a large blonde brick elementary school sitting astride the main street in the small community of Robbin, Massachusetts. It is the community's only school and, therefore, the school committee of Robbin is actually the overseeing body for the school. While the school has a principal and a community superintendent, there is a great deal of involvement and direction in the operations of the school by members of the community's school committee. Alberts is a K-6 elementary school with a staff of approximately thirty and a student enrollment of about four hundred. The principal has been there "a great many years" and is perceived as a concerned and supportive educational leader by members of the staff. The school's relationship with the community has been described by teachers as "very important and close." This can be readily understood considering the school's unique position in the community.

3. Origins of the Inservice Idea

The initial interview was held with the convener, Sally Byrns. In talking with Ms. Byrns it was determined that the actual idea for the workshop came from a Needs Survey which she, as the school's guidance counselor, implemented. She was described as a person with whom most of the members of the staff feel comfortable talking and confiding. In this survey teachers indicated that they needed help in communicating with each other, parents, students, and other members of the community. The Needs Survey instrument itself broadly defined the communication problem and when Ms. Byrns sought funds she found that the categories covered by the Commonwealth Inservice Institute only covered basic skills. She, therefore, decided to entitle her project, "Skills to Teach Basic Skills," and thereby sidestep the limits of the Inservice Institute's policy. The project was really an interpersonal communications workshop designed to "help teachers examine their relationship with others, each other, parents, and students."

In conversations with the convener, she revealed that the idea behind the project idea actually came from an inservice workshop on teacher burnout which she attended at the regional high school. At that workshop, a fifteen session course conducted by Dr. Zuckerman of Boston, Ms. Byrnes' became aware of the fact that teachers need to communicate with each other to forestall isolation and burnout. She described herself as a person who liked challenge and was "looking for something new to do." She wanted something that would revive and revitalize herself as well as the staff. She translated the ideas from the burnout course into the basis of the Commonwealth Inservice Institute grant. In interviews with other workshop participants on the staff, they saw the idea as arising from the converer's experiences and interest, "she perceived a need in the school, we talk with her, she asked us what we needed and put it into a proposal." Other teachers said the guidance department,

i.e., Sally Byrns and staff, felt there was a need for better communications and need to improve skills in child behavior and behavior modification.

Ms. Byrns approached the Regional Coordinator of the Commonwealth Inservice Institute who initially informed her that there was no funding for such a project. However, after further conversation, he encouraged her to pursue a grant under the project's title. The Regional Coordinator was described as a facilitator and "very helpful." The proposal process required that, prior to submitting a proposal, the convener circulate a notice or listing of those who would be interested in attending should the project receive funding. In order to get enough people, she also recruited others from schools outside of Robbin. When the project was funded these people were again contacted to sign up should they so desire and she said many of them did.

While indicating that the principal was capable of exerting pressure on staff when he had an interest in a topic, participants felt that his interest in this project was neutral and that there was no pressure whatsoever in getting them to sign up. The method of announcement and recruitment was informal and generally conducted through the convener without any noticeable administrative pressure on staff or other participants.

In examining the incentives which motivated people to attend, Sally Byrns said, "the money carrot for most participants was an inservice increment scale which is tied to the salary step increases of the district." The convener had been able to have three inservice credits assigned to the project, to be applied to incrememt credits for salary step increases. In talking with the other participants it was soon clear that inservice for credit was a very important incentive in this project. The district salary scale structurally required that teachers obtain certain college/university credits or educational inservice credits from time to time. By getting the three credits assigned to this project, the convener and other administrators were able to tie a

very important incentive to the project. Interviews with four other participants found that all four considered the inservice credit incentive to be one of the major reasons or incentives for their participation.

4. Project Characteristics

Conversations with the participants indicated that the workshop lasted for approximately 45 hours (15 sessions of 3 hours each). For the most part, these sessions were held Wednesday afternoon from 2:30-5:30. However, there were several extraordinary sessions held on Saturdays. The location of the workshop was at the Alberts School. This was found to be "a definite plus" by most of those interviewed. Furthermore, the fact that the workshops were held immediately after school made them very convenient, especially for those at the school who did not want to break up their evenings or have to travel far in order to obtain credits or information. (It should be noted that this factor was added to the field researcher's list of important factors to consider in developing workshops and their attractiveness to teachers.)

Of the several sessions held on Saturday, at the request of the presenting consultant, the general response was that they were considered useful but, "I would not do it again." Teachers found these sessions to be too inconvenient and bothersome and preferred that the experiences be limited to weekdays after school. The duration of the course was from September through January of 1980-81.

There was one principle consultant, U. T. Saunders of Lesley College in Cambridge, and various other consultants involved in the project. Participants indicated that the principle consultant was very effective and interesting and that other consultants were valued for various aspects of their styles of presentation and attitude. Incidents of lecturing were not appreciated and hands-on participation and group work were considered important aspects of the program. Positive aspects of the principle consultant were his sensitivity,

his facility with group work, personality and charisma, and his ability to bring people out of themselves. In general, while none of the participants interviewed felt that the principle consultant had gone "too far" for them, they all indicated that there were members of the faculty who felt that they had probed too deeply or had disturbed them in a way which is still being felt by other members of the staff. Other presenters were valued for their sensitivity to the classroom, for their ability to bring activities to the project, for their knowledge of their field, and for their knowledge of teachers' problems.

Several people felt that one consultant, a member of the school district himself, had been too negative and insensitive and tended to lecture or talk to the teachers rather than to share information with them and acknowledge their position. His presentation, of the fifteen sessions, was considered less successful than most of the rest. There was a great deal of group work done in the session as well as several activities which were brought into the sessions to be applied to the classrooms. Most of the participants felt that the activities were "just great" and indicated that they would go back to their classrooms and use them the next day or within a relatively short period of time.

In considering the method of presentation all respondents interviewed indicated that they thought that the mixed styles and presentation were a "definite plus." The multifocus nature of the workshops kept interest up and, by using not only a principle consultant but several other consultants, the personality changes kept interest at a high level. Furthermore, most people indicated that they felt the time period allotted to the course was sufficient for its content.

5. Knowledge Impact and Use

Conversations with the participants focused around the types of information presented in the project. It was decided to consider major categories or topics of information: (1) Products, i.e., curricula, activities, techniques, skills, and hand-outs which could be applied to the classroom fairly completely and immediately; and (2) Processes, complex ideas, behaviors, and relationships between ideas and people which would change teacher attitudes toward their practice. In addition to these two types of information, sources of information were also examined such as research or practice or good "common sense." These corresponded roughly to categories of knowledge known in the literature as: research, craft, and situational or context (Kane and Lehming, 1981). For the most part respondents indicated that the focus of the project sessions, in their opinion, was toward process skills--developing attitudes that would help them to react and interact better with fellow teachers and students. Many of them considered improved staff communication an important focus, especially in light of Proposition 2 1/2 and the fact that new staff (personalities, faces, ideas, and experiences) would not be coming into the schools with the same frequency as they had in the past. Proposition 2 1/2 has occasioned a retrenchment which will make it necessary for older members of the faculty to work together longer and not to be involved with new personalities or infusions of new ideas and experiences brought in through a changing or expanded teaching staff.

When pressed to examine the types of information gained, respondents often said that they found the activities extremely useful and tended to apply them to their classroom situations relatively quickly. However, they found that the more complex behaviors and attitudes known as process skills were more difficult to apply and that when they did, it was usually on a one-to-one basis, either with students or other staff members. As time passed they

found the origins of such notions and attitudes difficult to identify. This suggested to them that examinations of knowledge use around activities would probably be more immediate and that attitudes and behaviors, i.e., process information, would be more difficult to isolate and identify as time passed, but would probably be longer lasting. Many teachers interviewed indicated that they tended to apply activities quickly and if they were successful would modify them and incorporate them into a broader spectrum of classroom behaviors and activities.

6. Gathering Evidence of Knowledge Use

As indicated above, most of the participants felt that, if they use any information from the inservice experiences, it will tend to be (1) product type information initially and that this will be used fairly quickly and immediately and that (2) process information, while perhaps longer lasting, will be more difficult to trace. Most teachers interviewed felt that they do not notice themselves using information from the project, as such, at this time. However, they felt that there were many useful ideas which they have used, adopted, and modified in their classroom. Due to the nature of the project--examining communication interaction skills, most respondents felt that a classroom focus was sometimes inappropriate for examining evidence of this workshop and that it did apply more to individual interactions between other staff members and students.

When looking at the broader question of gathering evidence for knowledge use, the respondents felt that there were a variety of ways to do this. Some of them felt that their students were very good barometers of their own teachers' behavior. Some felt that observing the teacher would help and others felt that examining the teachers' lesson plans over a period of time would be a useful way to gain information in this area. However, many felt that teacher observations in themselves may lead to a "Hawthorne Effect:" the teacher,

by knowing why the observer was there, would begin teaching to the expectation of the observer, in most cases. They also felt that keeping a journal may create similar types of biases. In general, it was felt that there should be some indication of what teacher behavior was like before the workshop began in order to better assess evidence of knowledge use. When explaining the method which was proposed for the next phase of the study, many teachers felt a weakness in its design was in the fact that it was coming in after the workshop had begun and that evidence of teachers' lesson plans and other behavior should be collected prior to the workshop experience and observations.

7. Incidental Findings

Since this was the first workshop examined, a clear taxonomy of categories for incidental findings had not been developed. It was from these conversations that the first ideas of examining broader questions were generated. In looking at the various categories of incidental findings it became obvious that many of the people in this school at the time of their workshop did not know a great deal about the Commonwealth Inservice Institute. The project represented a learning experience about the process of obtaining grants and the various functions and policies of the Institute. The Regional Coordinator was considered helpful in this process. He was considered a facilitator in that his liberal and innovative application of the funding category enabled them to go forward with their project. Participants also indicated that they are pursuing new grants and inservice institute projects on the basis of their initial experience.

In looking at various teachers' learning and teaching styles, it became obvious that the types of settings and students involved in these settings had an influence on the teachers' styles of presentation and that while having a general type of teaching style, they adapted this style from time to time depending on the composition of their students (the students in their classrooms). It was interesting to note that teachers began discussing themselves as learners.

This seemed to have bearing on the way they appreciated or perceived the inservice experience. Those with ongoing experience in university/college settings found lecturing to be tolerable or acceptable, whereas those who were not involved in such programs found that they preferred hands-on type experiences. This made the field staff aware that this area might be an important one to pursue in future interviews.

In looking at individuals' perception of college and university professional development courses, it became obvious that time, distance, and conveneince were important factors in determining involvement in professional development programs. After a full day of teaching, many participants felt that it was very difficult and inconvenient to go to the local college or university which, in the case of Robbin, may be some thirty-five or forty miles away in order to obtain courses which might help them. Furthermore, they felt that it was often the case that these institutions did not offer the type of couses that they need or might find most beneficial in their own practice. Lastly, it was from this first examination of an inservice project that the questions of the quality of district inservice programs arose. Various individuals indicated a concern about the quality of district inservice (also known as curriculum days). They felt these were fairly effective in this school due to the high level of interest of the principal and the ongoing learning style of the staff. However, they indicated that they had not heard positive things about district inservice experiences in other districts. In fact, they felt that these inservice experiences were very negative and created negative expectations on the part of most teachers.

Project 563 - South Eden Public Schools
South Eden, MA.

Identification and Referral Processes for
Children Suspected of Having Special Needs

Background and Introduction

This inservice workshop was designed to construct a training program for classroom and special education teachers and to help participants develop a referral tool for students in their classes suspected of having special needs. The workshops were held during the early spring of 1981 and involved fifteen teachers, seven special education teachers, eight classroom teachers and art and remedial people too. It should be noted that this project involved one full-day of workshop that was held on a Saturday, and two on-site follow-up visits by the consultant. These follow-ups were not conducted in an organized fashion and dealt with only special education people or individual participants who generated questions that they wished to have addressed in a follow-up meeting. Those who participated in the follow-up study were all drawn from the Spindle Street School, a K through 4 school, located near the town center. In this particular follow-up there were only three interviewees: the convener and two classroom teachers.

Community and School Characteristics

South Eden is a small-sized, blue collar town on the southern side of the wealthier and more white collar North Eden which contains Firth College and other institutions of higher education. Workshop participants represented many of the seven schools in the district. The South Eden district serves about 2,500 students in four elementary schools, one middle school and one high school.

In describing the atmosphere for professional development in the district, people noted that South Eden was quite unlike North Eden. The people of the community were described as having basic values, feeling that education was not seen as a stepping stone to further education, merely as a necessity for getting a job.

Origins of the Workshop Idea

In conversations with the convener and the two other participants it was clear that the workshop idea came from the convener. "The idea was mine and it came out of my own needs. I went to a conference in River City and heard Dr. Fay Watson, in 1978. It was then that I decided I would like to bring her here. The reason it took so long is a story in itself." The convener, Jim Worth, had made several attempt at getting funding for a workshop which would bring Dr. Watson out to South Eden. First he had tried to get a national philanthropic organization to fund the project, then he approached a regional educational collaborative. Finally, he turned to the Commonwealth Inservice Institute. Even there, he had to submit a proposal three times before it was approved for funding. He noted, with some dismay, that the process had taken him almost 9 months and that he received very little assistance in either preparing the proposal or understanding the process. In the end, he invited about 20 teachers and specialists to a one-day workshop.

As an incentive, Jim had gotten the District Administrator to agree to grant one inservice credit to participants of the workshop. In East Eden, a teacher with a Bachelor of Arts degree is required to take six credits of courses or inservice over a three year period. Teachers with Master's

degrees must acquire three credits over the same, three-year period. Therefore, the one-credit for a one-day workshop was tied to professional developement and salary systems.

Some years prior to this inservice project, Dr. Watson had spoken to teachers in East Eden at a district sponsored conference of Special Education. Since the workshop was scheduled for a Saturday, Jim did have some difficulty recruiting participants. Despite the one-credit incentives, participation was voluntary. However, because Dr. Watson was coming from the other end of the state, and because of her reputation in her field, people felt fortunate to have an opportunity to hear her speak, Saturday or not.

Dr. Watson's field was the assessment of special needs students and their physiological/neurological functions. However, Jim indicated that he wanted her to make a presentation on the question of the relationship between the brain (neurological) and learning function in all children and how children with special needs differed from these "normal" functioning children. He did not want the workshop to become another "assessment/ IEP" experience. So far as Jim was concerned, the workshop did meet his expectations.

The workshop lasted for one day, Saturday from 9 a.m. to 4 p.m. The consultant made a generally long presentation focused around a very structured lecture, use of case studies and AV materials. It concluded with a very abbreviated discussion session. "The consultant had a hard time structuring in a question and answer period. Teachers had to be very assertive to get

their questions and concerns dealth with." The other participants agreed that Dr. Watson was very interesting and worth seeing. However, they noted that Saturday inservice institutes were very inconvenient and a definite disincentive for teachers.

Characteristics of the Workshop Itself

As stated above, this was a one-day workshop with a follow-up session involving approximately twenty teachers. It occurred on a Saturday. The session was predominately a lecture presentation session with little time devoted to questions and answers or discussion. On the positive side, participants felt that the consultant was extremely knowledgeable in her field, an expert with a very bubbly and positive personality. She had an understanding of children and the brain differences in them and knew a great deal of the theory and also presented some practical information. One participant noted that, "The consultant was dynamic, knew her material, she was excellent. She held the groups' interest at all times and she seemed very sympathetic. You got material you could really apply. Another teacher stated, "The consultant was addressing a new topic in an understandable manner. She was dynamic and possessed clarity. She was sympathetic to teachers. To some extent her background was much more clinical than that of the people that she was dealing with."

The participants indicated that despite the brevity of the workshop, the consultant was not as practical as some would have wanted her to be. Many were there looking for answers based on real needs in the classroom. Without a good discussion and question and answer session, and with a very structured lecturer, many concerns and needs were not addressed. One teacher indicated that Dr. Watson had failed to address what you can actually do

in a classroom with the techniques. There was a need for more information based on practical issues and teachers' desires for answers. In general, however, people commented and complimented the Doctor on her ability to give a very good day-long presentation on the subject. They characterized it as being, "Real, live, bubbly, and interesting. Good to listen to with a mixed format and plenty of illustrations and hand outs. There was no group discussion and very little question and answer, but people felt they got a great deal out of it."

Knowledge, Use, and Workshop Impact

In looking at the information that participants acquired from the workshop, one teacher indicated that the content, the theories and the activities used in the presentation were not new to her. She indicated, however, that the information offered some new prospectives and was a good refresher. It had rekindled some of her interest in some of the things she had collected over a period of time and brought them together for her. Another participant indicated that there was a lot of new information which was of great interest, however, she found it was difficult to hold onto because it was not tied in to any sort of practical application. Other information she felt was it had been a review of what Dr. Watson had presented to teachers in the district 2 1/2 years earlier, and in that aspect it served as a refresher.

Participants noted that most of the information presented dealt with abstract processes, conceptualizations, and complex behaviors which they could not readily use. If anything, they indicated the workshop changed

attitudes. The change was minimal and it was not reinforced. In general, people blamed the low impact of the program on the workshop on the fact that it was a one-day experience dealing with a great deal of information. There was not chance to tie in and use the knowledge through follow-up feedback cycle, whereby people could apply a technique, get some feedback on it, and then try to blend it into their teaching behaviors. Furthermore, people indicated that theoretical ideas are more difficult to apply in the classroom.

Looking for Evidence of Knowledge Use

There was little discussion of the methodological problems involved in collecting data on knowledge use in the classroom. In the one conversation that was held on this subject, the participant indicated that teachers who associate field observations with the project may artificially enhance or adopt behaviors from the workshop in their classroom in order to satisfy the observer. (Hawthorn effect) He felt that it would be better to conduct very low-key observations and to do it over a longer period of time. As one participant suggested, "If it's useful information it won't get lost, you'll find it. Don't be in such a rush to produce it." Another insight involved the question of looking at support and follow-up systems in addition to any direct observations of the teachers. By this he meant that researchers should look for evidence of opportunitites for teachers to share information, reinforce each other, attitudes of the administration, follow-ups from the workshop itself, and look at the surrounding system as well as the point of practice.

Incidental Findings

In investigating this workshop, three aspects of the experience became very clear. 1) The attitude of the school system and the presence of encouragement and incentives are an important part of helping non-administrators take on the responsibilities and additional burden of preparing a proposal and putting together a workshop. 2) The role of the Commonwealth Inservice Institute and district administrators can be important in encouraging people to participate in and undertake inservice institutes on topics of interest to them. This project reveals an example of a determined person who persisted at getting funding through various mechanisms in order to bring about a workshop. However, in reviewing the information given by the convener it's apparent that he had to write over five proposals in order to get this one-day workshop together. 3) There is a great deal of difference between the types of learning opportunitites available for professional development, be they through universities and colleges, through school systems themselves, or through other mechanisms such as the Commonwealth Inservice Institute or the teacher collaboratives that serve various regions. Researchers should attempt to differentiate between professional development courses that are offered at schools and courses that are offered away from schools. The types of initiatives or the sources of these activities, be they district central office, a professor at a university, or a local administrator, or group of teachers, is also of importance in this process.

One additional factor which was discussed was the difference between the people who work in elementary schools and people who work in high schools.

In exploring this question with the convener he observed that "the basic difference between elementary school teachers and junior high or high school teachers is that in the elementary school setting the teacher is required to teach the whole student. In the junior high or high school setting the teacher teaches a subject or has a particular curriculum focus and only deals with the student part of the time and then around the issue of his or her particular curriculum. Elementary school teachers teach children. Junior high and high school teachers teach subjects."

Project 668: Student Advisory Support Unit
Bessimer High School
East Benedict, Massachusetts

Background and Introduction

This project, conducted between September and December of 1980, was part of a larger program designed to train 28 secondary school teachers in guidance skills and to permit them, with the help of an outside consultant, to develop a 4-year curriculum for advising students on educational, career, and life choices. The project involved all the instructional and guidance staff at the Bessimer High School

Because this project involved a school-wide secondary program and because the inservice project was one part of a larger multi-year, training and development effort, it is of interest to other locales.

Community, District, and School Characteristics

East Benedict is a small community the western section of Massachusetts, near the New York border. It has one central high school, the Bessimer High School, one middle school, and three elementary schools. The high school, a recently constructed building, stands on the side of a hill overlooking the main highway. It houses approximately 1,000 students and a faculty of about 40-50. It is based on an open cluster structure, with a resource/administrative core and subject areas clustered around that core.

Because it is on a hillside it is multileveled and generally has an open classroom environment. Each discipline has a teacher core area centered in the cluster and the spaces around that area are used for the instruction of students in that particular subject. The library area is a large open space in the center of the school.

Currently, the district is feeling the pressures of both 2 1/2 and declining enrollments at all levels (2950 students in 1980 and 2540 in 1982) There have been faculty cut-backs because of financial pressures. Aside from declining faculty and student enrollment, staff assignments in Drury High School have been stable and relationships between administration and staff have been described as supportive and cordial.

According to the interviewees, administrative styles appear to vary. The Superintendent and Central Office people are pe-ceived as very supportive of professional development. The school's principal is seen basically as an administrator or bureaucrat who maintains the programs desired by the district. However, East Benedict is a fairly small community, people know each other well, and both interstaff and central office staff administration relations are considered good. The staff value the relationships that they do have and have known each other and the administrators for long periods of time.

There is a servicing institution of higher education in the area, East Benedict State, which offers teacher education courses to members of the

school and district. Furthermore, there are structural and pegged incentives in the teacher contract whereby faculty are required to take certain numbers of courses over a period of time in order to achieve or attain certain salary increments. One respondent indicated that the district had paid 80% of the cost of courses related to staff's subject areas. However, due to Proposition 2 1/2, that amount had been reduced to 50% in the current school year.

Origins of the Workshop Idea

The Student Advisory Support Unit Program is part of a larger effort which has been going on at the Bessimer High School over the past several years. Though sited as a new grant it was in fact the second in a series of four inservice grants which the school has received to promote improved staff/student relationships and services to students, especially around issues of academic performance and career choice. Much of the impetus for these programs comes from Dr. Wilber Orvill, Director of the People Personnel Services, and Assistant Superintendent of the East Benedict School District. Dr. Orvill has been acting as a liaison between the school and the Commonwealth Inservice Institute, and has been responsible for bringing the consultant, Dr. Fred Ronson into association with the various projects.

This project developed from a complex series of events and activities which began in the spring of 1978. At that time, the school conducted a needs assessment in which students noted weaknesses in the school's guidance programs and teachers suggested that the school give high priority to

improving relations with student and to helping students with their academic and career choices. As a direct result of that assessment, several teachers decided to develop, as part of a summer course being offered by the Grassyknoll Teacher Center, a series of lesson and implementation plans to provide students with improved counseling and guidance resources. In the fall, Assistant Superintendent Orvill asked teachers to develop a program in response to the spring needs assessment. Using some of the ideas from the summer project, the staff proposed the development of a Student Advisory Support Program (SASUP) to be implemented through the homerooms.

The 40-unit curriculum was to be developed and implemented with a different goal or aim for each academic year. For example, in year one there would be ten units on helping ninth grade students develop self-awareness skills. In year two, there would be ten units on helping students with goal and value clarification; in year three there would be ten units for career awareness; and in their senior year there would be ten units on career goals, college chioces, etc. Basically this represents a developmental curriculum in that each successive year would build on the skills and knowledge of the previous year. The ten units were implemented through a once-a-month extended homeroom period.

In the first year, the program developed as follows: teachers got together in various groups and decided to focus on developing a program for each particular year; in the interviews, this was referred to as Phase I.

It was during Phase I that Dr. Orvill introduced the consultant, Dr. Ronson to the program, and Ronson helped the teachers to develop this initial curriculum.

In the spring of 1979 the SASUP curriculum was implemented in all four grades at once. Certain older students found this change difficult. In addition, teachers were having difficulty with the units and their new role. As a result, by the end of that year, it was decided that certain revisions in the program were needed. At the beginning of the 1979-1980 academic year, a curriculum revision committee was selected and the C11 grant, to support and finance this revision effort, was written by Dr. Orvill under a teacher's signature.

There were approximately 15-20 faculty members involved in the revision effort. Their objectives were to examine the curriculum, make it more relevant, look at implementation and content problems in their particular areas, and then provide support to the other teachers. Dr. Ronson was the resource and process consultant to the initial SASUP program, and was paid to give assistance to the various staff members and to the curriculum revision committee under the C11 grant.

Workshop Characteristics

One of the difficulties of getting information about the characteristics in this study was the fact that it was part of a larger, ongoing program.

Dr. Ronson and his personality have become synonymous with the SASUP effort, and he is currently working on a C11 funded career education inservice program at the Bessimer High School. Therefore, it was difficult for the respondents to separate Dr. Ronson's efforts in this particular project from his general involvement with the program and the district.

The SASUP revision committees usually met weekly, after school and once every other week with Dr. Ronson. Whenever possible, the committee would also meet during scheduled released times. Dr. Ronson brought many resources with him, including a team of teachers from Troyland who had implemented a similar program with Dr. Ronson in their school.

No references to specific incentives used to get teachers' cooperation were mentioned other than "your belief in the program." However, some interviewees stated that in other inservice projects inservice credits were awarded to teachers in cooperation with the local college and these were applied toward credit at the college. In order to get inservice increments, you had to get the college, usually East Benedict State, to grant them.

The participants were generally favorable in their assessment of the consultant. They considered him: very available and conscientious in his interactions with the faculty; very knowledgeable in his field; a person who is open-minded and has a strong guidance orientation; a good

listener; and an excellent facilitator of materials and information and resources. People felt that he was very knowledgeable about the schools and their environments, and because of his association with schools, he had become a very acceptable outsider. His ability to get or bring good resources to the group was considered a very positive factor in his interactions. As one respondent said, "He was willing to help us and had a sense of what eaching was like in this school. I think he drew upon theory, but I think he presented it in a very practical and grounded manner."

People could not think of many negative attributes of the consultant. They said that most teachers at Bessimer had a critical attitude toward the program and that the members of the workshop committee and the consultant have been dealing with this.

In the Student Advisory Support Unit Revision Program the consultant drew extensively on the experience of people and acted not as a lecturer but as a consultant to the group, helping them get information and revise and modify and deal with other process issues. The types of information he brought them tended to be practical. As many noted, the major reason it had to have more of a practical focus and have more of a usable orientation for those teachers in the homerooms, especially those having difficulty dealing with the SASUP units.

Knowledge, Use, and Impact

Currently the Student Advisory Support Program is not being implemented in the school because they are having the curricula printed up and there are

certain problems in the Central Office. They feel that it is a worthwhile program, the impact of the program, they feel, will be in its use in the school eventually and in the adaptation and internalization of the curriculum into the teachers' attitudes and behaviors. The program is a product and is presented in a book form with a curriculum guide suggesting what to do in each of the ten units per year over the four-year period. Once the curriculum guide is adopted, participants feel that the program will be 95% used, and that it is now less dependent on the individual abilities of teachers and more dependent on simple applications of the goals of each session. Again, revision committee members said that certain teachers within the school will have difficulty implementing the program whatever they do primarily because of their own interpersonal styles. However, the revised program is considered, "much more practical and more foolproof."

Because the program has a structural component, a a time slot, and a curriculum, the participants felt that it would be very easy to detect its use and to evaluate it. They felt that the revision of the program came from feedback forms, and from evaluative surveys that were conducted by members of the school to fine-tune the original StudentAdvisory Support Program.

Attitudinal outcomes were considered secondary. The participants felt that teachers' attitudes and students' attitudes would change over time and that there would be a closer interaction and improvement of the guidance function in the school as a result of the multi-year approach. They cited a relationship between a product and process form of outcome where a product can be used over time and adapted and then lead to process changes in teacher attitudes. "For some teachers these attitudes are present before

hand and lead to a more eager and ready acceptance of the curriculum. For other teachers, the structure and the curriculum are supports until the teachers' attitudes and experiences with them make them more receptive and willing to accept the new relationship with students."

Looking for Evidence of Knowledge Use

Conversations with the SASUP revision committee members yielded information on traditional types of investigations into evidence of knowledge use, such as: observations, conversations with the faculty themselves, and conversations with students to note changes in teacher behavior. One teacher suggested: "Level with the students and the teachers and tell them what you're looking for." A few participants suggested the use of control groups within the same school. That different teachers be observed and that differences between the groups be noted. Others usggested that you look at the relationship between activities and products or outcomes through observation. Many felt that observations may generate some problems, but with secure teachers this would be no issue.

Other suggestions included: asking individuals in one-to-one debriefing sessions; keeping journals; and at the high school level, asking the students how teacher behavior may be changing. The respondents felt that for the most part new products and materials would be used quickly, especially hands-on things that can be brought right to the classroom. "What teachers like, they use."

Regarding observation, one teacher stated, "The longer I am observed, the more comfortable I feel about it." A researcher should be prepared to spend a great deal of time in the class learning a lot about the teacher, his/her style, and the way they interact with information and students.

Incidental Findings

As in other cases, it is clear here that the role of administrators in formulating or developing a grant is much stronger than assumed in the Commonwealth Inservice Institute's policy. Dr. Orvill has beem promoting these efforts toward improved pupil services and writing the grants under teachers' names in this district for several years. The information about the Commonwealth Inservice Institute, furthermore, is channeled through administrators and controlled by administrators, especially since they must sign-off on the proposals. One person said to me, "Of course administrators will do it, they're the only people around here who have the time to sit down and write such proposals."

The SASUP program is extremely unique in that it uses many different grants to support and implement a program in the school and to improve various aspects of that program over time.

In looking at the quality of continuing edcuation courses offered for teachers in the area, respondents cited two types of schools: the East

East Benedict State College type, which offered several courses; and Rogers College type which was far more discipline-oriented rather than professionally oriented. One of the major criticisms was that most programs in universities and colleges deal with a situation in education that doesn't exist anymore. They deal with vast amounts of resources, and as one person said, "There's a strong theoretical and impractical bias in these programs." One respondent thought that college and university courses should, "...deal with what's really here and learn to improve teachers' skills given declining resources." Another teacher said that, "There is a great need for more self-assessment for teachers and for improving their images in the classroom...Teachers, I am finding, aren't really happy people." Many thought that Teacher Centers and Collaboratives do a better job of providing professional education and inservice training, than do universities and colleges.

In looking at district inservice, respondents felt that their system offered a mixed experience. It was usually hard work and the half-day scheduling of the programs resulted in hectic mornings and often dissappointing and or overly busy afternoons. They preferred to be able to work or involve themselves and participate with each other and not listen to a lecturer. Other referred to district inservice as, "It's a half-day off, some would prefer to teach, others find it boring, repetitive, and not appropriate." Another respondent said, "District inservice programs are a pain. The topics and sessions are a waste of time, and the lack of teacher input or choice makes the result, sessions of low interest and inappropriate subject matter.

In looking at the question of the relationship with the consultant and the workshop, many people felt that a consultant who has the capacity to bring a wide variety of performance and presentatio styles to a workshop is preferred to someone who is only functioning on one level. They also felt that the ability to generate resources and bring materials that were needed greatly added to a consultants acceptability and effectiveness.

t this point in the followup we begin to see an evolution of three types of inservice available to teachers: the formal courses offered by colleges and universities; the types of inservice courses funded or supported by Commonwealth Inservice Institute or provided by teacher centers and collaboratives another; and the third, district inservice. The perceptions of each of these programs differing, especially concerning: the type of information presented, the way that information is presented, and the appropriateness of the information. In the three experiences, it seems that the teachers perceive the second, that is the teacher center, collaborative, or Commonwealth Inservice model to be the one in which they have the most influence, vis-avis the college or university. Furthermore, in this program we find that it is a program designed to change curriculum in a way that some staff want and some don't. It is not the total voluntary model for professional development assumed by the Institute, but rather the school development model and as such deserves closer examination.